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ABSTRACT

This curriculum guide was designed to help teachers in strengthening the ability of students from middle school through grade 12 to recognize complex problems, examine competing points of view, and engage in dialogue leading to practical solutions for issues that affect individuals and families and ultimately the world. The course integrates the six traditional areas of home and family life education: child development, family relationships, nutrition and foods, clothing and textiles, housing and living environments, and consumer education. The course is student centered and focuses on process skills such as problem solving and critical thinking. This guide contains resources and model units for three areas: getting started in life--life philosophy, personal choices, and balancing work and family. Each section contains a focus statement, issues to be discussed, learning plans, and learning activities. In addition, preliminary work on focus statements and issues is provided for sections on resource management, independent living, family health, and parenting/children. A resource section contains reprinted material that may assist home and family life education teachers and a selected list of 144 resources. (KC)

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ED 384 824

FAMILIES and FUTURES

A RESOURCE FOR DEVELOPING HOME AND FAMILY LIFE EDUCATION PROGRAMS

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FAMILIES and FUTURES

A RESOURCE FOR DEVELOPING HOME AND FAMILY LIFE EDUCATION PROGRAMS

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August 1991

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INTRODUCTION

This edition of **FAMILIES and FUTURES** is the next step in what has been a five-year process of study, review, discussion and analysis.

Whenever significant changes are made in programs or curriculum, the overriding question is "why?" Change is an integral part of the answer - change in needs of individuals, families and communities; change in resources; change in attitudes and thinking.

Working together with teachers and administrators throughout the state, members of the state staff, teacher educators and a representative curriculum team developed the format for **FAMILIES and FUTURES**. Curriculum resources and guidelines from across the country were reviewed in the early development of the project. Appreciation is expressed to those states who shared their search for quality consumer and homemaking curriculum. Several states made significant philosophical and structural contributions to **FAMILIES and FUTURES**. Special thanks to Wisconsin, Minnesota, Nebraska, and Kentucky, whose materials helped move the curriculum team into new and creative ways of thinking.

A first draft was presented to teachers in the fall of 1989. In the summer of 1990, the curriculum team reviewed comments on the first draft and hundreds of ideas, activities and learning plans submitted to the committee by classroom teachers.

The second edition of **FAMILIES and FUTURES** includes many revisions and changes, and is a clear demonstration of the evolutionary nature of this project. In a very real sense, **FAMILIES and FUTURES** may never be complete. Teachers should feel free to add lessons, revise issues, expand concepts/topics and explore new resources. This guide is a framework for planning, and should give direction for course development.

Home and family life education in Washington is changing!

A special note of appreciation is due to the curriculum team members whose breadth and depth of experience, as well as their creative and innovative vision, have produced this unique guide.

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Tahoma School District

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FAMILIES and FUTURES has enjoyed the full support of the state's teacher educators. Through their expertise in curriculum design, successful teaching strategies and resources, each has contributed immeasurably to both the concept and the implementation of **FAMILIES and FUTURES**. Working one-on-one with teachers in local districts, conducting marathon inservice workshops, and revising methods of teaching and curriculum development at the university level, the teacher educators are moving tbe vision of **FAMILIES and FUTURES** into reality.

FAMILIES and FUTURES has been and continues to be a creative partnership! Thanks to:

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The development of leadership skills is an essential ingredient for success at home, in the community and on the job. The programs and resources of the national vocational student leadership organization, Future Homemakers of America, Inc. (FHA/HERO) are identified throughout this guide and their use will greatly enhance the successful implementation **FAMILIES and FUTURES.**

Don't let this guide sit on the shelf. Write on it, add to it, cut and paste it, and share your successes and challenges. Quality individual and family life, the balance of work and family, and Home and Family Life Education are collaborative adventures!

PHILOSOPHY

While the family continues to be the primary source of support and nurture for individuals, much has changed in the last 20 years. Shifts in the economy, social behaviors and expectations, technology, transportation, communication, and health behaviors have brought new, and sometimes disturbing, challenges to individuals and families.

Perennial (perpetual) problems of nurturing human development, healthy food and living space, adequate clothing and management of scarce resources, have been part of all generations and cultures. Home and family life education is the only curriculum area which has focused solely on the work of the family and its perennial challenges.

"Family," as understood by home and family life education, is a unit of intimate, transacting, and interdependent persons who share values and goals, responsibility for decisions and resources, and have commitment to one another over time. Much has been said about the current level of family dysfunction, and many individuals and families are indeed experiencing severe stresses as they seek to function in a changing world. Yet, many families are learning, often by trial and error, new ways of maintaining time-honored values and achieving satisfying and productive lives.

Life in the 21st century will require a re-ordering of priorities. If the whole of the education community is moving to prepare young men and women for a future of ever increasing challenges, then home and family life education needs to focus on those skills which enhance the ability of individuals and families to be effective and productive both at home and in the world. Students must continue to be provided the opportunity to practice basic skills of reading, writing and computation through problem solving and decision making about real, everyday issues, with increased emphasis on process skills as well as content skills in personal, family and group relationships, parenting decisions, self-esteem, consumer choices and resource management.

FAMILIES and FUTURES is designed to strengthen the ability of students, middle school through grade 12, to recognize complex problems, examine competing points of view, and engage in dialogue leading to practical solutions for issues which impact individuals and families and ultimately the world in which we live.

FUNDAMENTAL BELIEFS

FAMILIES and FUTURES reflects some fundamental beliefs about home and family life education curriculum design in Washington:

1. Integration, within a course, of the six traditional areas of home and family life education - child development, family relationships, nutrition/foods, clothing/textiles, housing and living environments, and consumer education - offers the greatest opportunity to deal with significant life issues.

2. Student centered - rather than teacher centered - activities insure the leadership and personal growth of the students.

3. While content in all the traditional areas is essential, the development of process skills such as problem solving and critical thinking, is key to the students' ability to survive in the 21st century.

4. The major issues of life rarely change but the answers or responses to those issues may change over time depending upon the values, goals or environment of the participants.

5. The amount of time devoted to issues and learning activities in any given course is closely related to the significance of those issues in life.

6. If, due to scheduling and priorities, students have only one opportunity to participate in a home and family life course, that opportunity must prepare them for living on their own or in a family setting.

FAMILIES and FUTURES
GOAL AND OUTCOMES

All of home and family life education K-12 is focused around one major GOAL.

GOAL

TO DEVELOP PERSONALLY SATISFYING AND SOCIALLY PRODUCTIVE LIVES AS INDIVIDUALS AND FAMILIES

LEARNER OUTCOMES describe what is important for a student to know or be able to do as a result of either the activities in this guide or others a teacher or students may design. As always, students are more likely to achieve the learner outcomes if the teacher is able to consistently model the expected behaviors.

LEARNER OUTCOMES

USING CRITICAL THINKING, CREATIVE THINKING, AND THE PLANNING PROCESS FOR PROBLEM SOLVING AND DECISION MAKING IN INDIVIDUAL AND GROUP SETTINGS,

STUDENTS AND TEACHERS WILL:

1. **ESTABLISH AND MAINTAIN SATISFYING INTERPERSONAL RELATIONSHIPS.**

2. **MANAGE HUMAN, ECONOMIC, MATERIAL AND INFORMATION RESOURCES TO IMPROVE THE QUALITY OF LIFE FOR INDIVIDUALS AND FAMILIES.**

3. **BALANCE FAMILY, HOME, SCHOOL AND WORK RESPONSIBILITIES.**

4. **RESPOND PRO-ACTIVELY TO TECHNOLOGICAL, POLITICAL, ECONOMIC, GLOBAL AND SOCIAL CHANGES AS THEY AFFECT FAMILIES AND INDIVIDUALS.**

CURRICULUM PLANNING

Every student in every school district should be encouraged to participate in one or more comprehensive courses of a home and family life program prior to high school completion.

FAMILIES and FUTURES includes multiple, non-sequential, comprehensive course options and selected specialized courses.

Each school or district, in cooperation with a local representative advisory committee, should decide whether to:

a. offer one or both of the two model semester courses (PERSONAL CHOICES and BALANCING WORK AND FAMILY) at appropriate levels;

and/or

b. revise or re-focus existing courses to be either "comprehensive" or "specialized" and focused on the learner outcomes.

In addition to one or more comprehensive course options, a district may choose to offer one or more semester specialized courses.

"COMPREHENSIVE" means a course which integrates all the areas of home and family life - children, relationships, nutrition/food, clothing/textiles, resource management and living environments - through issues and concerns of students.

"SPECIALIZED" means a course which is focused primarily on one content area.

Student completion of a comprehensive course is prerequisite to enrollment in a specialized course EXCEPT when an approved comprehensive home and family life education course is a district graduation requirement.

COURSE DEVELOPMENT

Recognizing the need for flexible, age appropriate learning in home and family life education, **FAMILIES and FUTURES** calls for comprehensive and specialized courses to be implemented in grades 6 through 12. Such courses, a semester in length, organize student learning opportunities around key issues and integrate home and family life content in response to relevant student questions.

The scope of each specific content area will be dependent upon the issues, relevant questions and the age or experience of the students. While all content areas of home and family life are important, priority should be given to issues, concepts, and content related to parenting, relationships, children and resource management.

It is the role of the teacher, in cooperation with a representative advisory committee, to select the issues, themes, and concepts for each course. The teacher and the students must give themselves permission to go where the questions, which reflect student concerns, lead. The aim is to establish clear priorities for questioning and exploration, around which content is selected.

The overriding question for the teacher must always be, "What are the important student outcomes of this course?" rather than "What will this course cover?"

It is not possible to include everything we have come to believe is essential for individuals to survive and live on their own or in families. The processes students use as they work toward solutions and answers must increase their thinking and problem solving skills and provide increased opportunity to work effectively with others. HOW students learn is perhaps more important than WHAT they learn.

As each comprehensive or specialized course is developed:

1. Review the **FAMILIES and FUTURES** goal and learner outcomes.
2. Review the fundamental beliefs.
3. Determine the targeted student group (age, grade, experience, need, etc.) the course is most likely to serve.
4. Determine the major focus of the course such as "Preparation for Parenting," "Family Health" or "Balancing Work and Family" and identify the related issues, themes and concepts.
5. Plan for the relationship and interrelationship of each course in the district's total home and family life education program.
6. Remember - more is not necessarily better! It may not be practical or appropriate to have a comprehensive or specialized course for every grade level, or to attempt "covering" everything in one course.

Local school districts may have specific guidelines or expectations for course or program student learning objectives (SLOs). Teachers should be able to provide the information for local requirements using **FAMILIES and FUTURES** as a guide.

USING THE GUIDE

As work on the guide progressed, the intention was to make it as "user friendly" as possible. Of course that means that in order to become friendly with the guide, one must use it!

The **Table of Contents** contains course codes and related issues for GETTING STARTED, PERSONAL CHOICES, BALANCING WORK AND FAMILY, INDEPENDENT LIVING, FAMILY HEALTH and PARENTING/CHILDREN.

The introductory material in the guide (pages 1-8) will help teachers in marketing and publicizing their home and family life programs to students, counselors, parents and community members. It is **FAMILIES and FUTURES** in a nutshell.

Sections One, Two, and Three have been the focus of development over the last several years. Each of these sections include one model learning plan for each of the identified issues.

GETTING STARTED (Section One) The learning plans for the identified concepts/topics may be used as an introduction, or throughout any home and family life course, as student competence or group needs require.

Focus Statement - Designed to prepare students at all levels to make decisions, solve problems, assume leadership roles, and achieve goals individually and in groups, there is a single issue in GETTING STARTED "How can I have a satisfying and successful life"?

PERSONAL CHOICES (Section Two) This is a MODEL course for students in grades 6 through 8 but, with adjustment, may be well suited to grades 5 or 9.

Focus Statement - The selection of issues which comprise PERSONAL CHOICES represents the concerns or interests of younger students as they face the challenge of understanding themselves, the people around them and managing their personal lives and resources. The concepts/topics related to each issue provide a unique and innovative way to approach the traditional home and family life concepts, while focusing on the development of a student's thinking and problem solving skills.

BALANCING WORK AND FAMILY (Section Three) This MODEL course will be of particular interest to older students. As young women and men face the prospect of completing high school they focus on their future lives as individuals, family members and community members. They begin to recognize that maintaining a quality home life while being productive on the job and a contributing member of the community requires excellent interpersonal and management skills.

Focus Statement -The issues and related concepts/topics of BALANCING WORK AND FAMILY integrate the essential concepts of managing a home and family while recognizing the unique diversity of individual and family values and goals, as well as the cultural, ethnic and religious backgrounds which impact decisions and choices.

Sections Four, Five, Six and Seven represent the initial work on four additional comprehensive courses which have been highly successful in a number of districts throughout the state. A focus statement and issues for each are included within this guide to assist districts wishing to establish a comprehensive courses around these themes, or review the relationship between multiple comprehensive course options. In the future, learning plans for these courses will become part of **FAMILIES and FUTURES.**

RESOURCE MANAGEMENT (Section Four)

Focus Statement - RESOURCE MANAGEMENT is designed to prepare students to assume roles of earner, citizen and consumer within the economic and social system. The effective management of current and future resources is stressed. Activities will help students make satisfying short and long-term resource decisions.

INDEPENDENT LIVING (Section Five)

Focus Statement - Designed to prepare students for responsible decision making in a variety of areas that confront young adults as they leave high school, the primary focus of INDEPENDENT LIVING is the development of essential skills for living on their own, in a family, or with others.

FAMILY HEALTH (Section Six)

Focus Statement - FAMILY HEALTH is designed to prepare students for life-long decision making, problem solving, critical thinking and management skills related to health and wellness issues impacting families. The primary emphasis is on enabling students to assume an active role in developing healthy lifestyles for themselves and others. Integrating home and family life subject matter, the course focuses on the interrelationships of healthy choices and a productive, satisfying life.

PARENTING/CHILDREN (Section Seven)

Focus Statement - Focusing on relationships and interactions between parents, children, siblings, and other adults, students explore the social, emotional, physical, intellectual and spiritual development of children. This course is designed to assist students in developing appropriate skills and attitudes in working and living with children and understanding the parenting role of individuals in families and communities. Regular, planned experiences with young children are an essential part of this course.

RESOURCES contains resource material sources, a selected list of print and video resources and a section for learning plan ideas.

The Essential Resources section identifies sources of materials that are critical to successful use of the guide. Together with access to daily newspapers, news journals and other appropriate periodicals, teachers will have the resources necessary to enhance student learning around issues and relevant questions.

THE LEARNING PLAN

When using a **Learning Plan**:

- **Teacher Resources** refer to materials that should be gathered prior to teaching the lesson, or may be reference material for update on content or process.
- **Student Resources** are those which may need to be reproduced in a class set, or provide information for students to study or use in groups.
- Titles of materials included with the learning plan appear in **bold face**.
- The suggested **Approximate Number of Days** usually does not allow enough time for activities listed as optional.
- Specific sources are given where information was available. Where general ideas are presented for videotapes, periodicals or other materials, contact your librarian, or educational service district (ESD) for suggestions.

The **Learning Plan Checklist** is a guide for teachers in evaluating the learning plans they develop, and focuses on the key elements of the **FAMILIES and FUTURES** philosophy and fundamental beliefs.

DEFINITIONS

The following terms have been used throughout **FAMILIES and FUTURES.**

ISSUE - An essential question that is a practical, perennial problem to which process and content selection lead toward "answers."

CONCEPT - Interrelated ideas, ranging from simple (topics) to complex, which organize process and content.

CONTENT - Specific subject matter used to address the relevant questions.

RELEVANT QUESTION - Student and teacher questions which express needs or interests related to issues and concepts/topics.

PROCESS - A method of learning involving a number of steps, i.e., critical thinking, creative thinking, decision making and problem solving.

FOCUS STATEMENT - A general statement which indicates the direction or key idea of a course.

STUDENT CENTERED - Students taking the central role in developing the relevant questions and implementing the learning experiences.

CRITICAL THINKING - Reasonable, reflective thinking that is focused on deciding what to believe or do (Ennis).

CREATIVE THINKING - Is the ability to form new combinations of ideas to fulfill a need (Halpern).

LEARNING PLAN

GRADE LEVEL/COURSE:
APPROXIMATE NUMBER OF DAYS:

ISSUE:
RELEVANT QUESTION:
CONCEPT/TOPIC (Something To Think About):
SUGGESTED OBJECTIVE:

LEADERSHIP SKILLS

___Critical thinking
___Creative thinking
___Group process
___Communication
___Planning process
___Cooperative learning
___Problem solving and decision making

INTEGRATED AREAS

__Nutrition
__Child Dev/Parenting
__Living Environ.
__Resource Mgt.
__Clothing/Textiles
__Relationships

RESOURCES (Something To Think With)

Teacher	***Student***

PROCESS/ACTIVITIES (Some Ways To Think)

Further Actions To Take (POWER OF ONE, Homework, Extended Learning, Community Service)

EVALUATION TECHNIQUES

LEARNING PLAN CHECKLIST

YES NO

☐ ☐ Is the objective related to course issues and relevant question?

☐ ☐ Is this learning essential and the time allotted proportional to life experience?

☐ ☐ Are these leadership skills included?

- ☐ critical thinking
- ☐ creative thinking
- ☐ problem solving and decision making
- ☐ group process
- ☐ communication

☐ ☐ Are students taking an active role in planning and implementing the learning?

☐ ☐ Does this learning prepare and encourage students to take further action?

- ☐ STAR Events
- ☐ POWER OF ONE
- ☐ Other
- ☐ Extended Learnings
- ☐ Community Service

☐ ☐ Are the methods of evaluating learning identified and appropriate?

☐ ☐ Do the learning opportunities enhance student understandings of diversity in gender, culture, economics, ability and background?

☐ ☐ Are two or more home and family life content areas integrated in this lesson?

- ☐ foods and nutrition
- ☐ living environments
- ☐ child dev/parenting
- ☐ resource management
- ☐ relationships
- ☐ clothing and textiles

SECTION ONE

GETTING STARTED

FOCUS STATEMENT: Designed to prepare students at all levels to make decisions, solve problems, assume leadership roles, and achieve goals individually and in groups, there is a single issue in GETTING STARTED.

ISSUE: How Can I Have A Satisfying And Successful Life?

CONCEPTS/TOPICS:

- Issues and Relevant Questions (2 Models)
- Setting the Tone
- Planning Process for Problem Solving and Decision Making
- Dealing with Feelings
- Cooperative Learning
- Learning Styles
- Leadership in the Family
- Community Leadership

LEARNING PLAN

GRADE LEVEL/COURSE: Any
APPROXIMATE NUMBER OF DAYS: 3-4

ISSUE: HOW CAN I HAVE A SATISFYING AND SUCCESSFUL LIFE?
RELEVANT QUESTION: WHAT SKILLS DO I NEED IN MY FUTURE?
CONCEPT/TOPIC (Something To Think About): ISSUES AND RELEVANT QUESTIONS,1
SUGGESTED OBJECTIVE: **Identify issues and relevant questions.**

LEADERSHIP SKILLS:

_X_Critical thinking
_X_Creative thinking
___Group process
___Problem solving and decision making
___Communication
___Planning process
___Cooperative learning

INTEGRATED AREAS

___Nutrition
___Child Dev.
___Living Environ.
___Resource Mgt.
___Clothing/Textiles
___Relationships

RESOURCES (Something To Think With)

Teacher

Conscious Questioning reference sheet
Question transparency
Transition through Skills transparency
Theme transparency
Learning Plan Checklist

Student

Essay Paragraph Guide
Change questionnaires

PROCESS/ACTIVITIES (Some Ways To Think)

•Introduce change questionnaires with comments about "the only guarantee about your future is change." Explain that ideas generated in this lesson will be developed in an essay.

•Complete **Change** questionnaire and summarize attitude toward change. Brainstorm answers to questions on **Question** transparency. Keep a log of answers important to you.

•Record student brainstorming answers to questions on **Question** transparency. Use new transparency overlay for each period.

•Using **Transition** transparency ask students to define transition (a gradual change over time). Identify skills needed to make the transition and answer other questions on overlay.

•Using current state FHA/HERO theme and **Theme** transparency discuss with students,"What will you need to be able to do in order to have a happy and satisfying life"?

•Student Homework: Using their log of answers important to them as pre-writing information, students complete a rough draft of an essay using the **Essay Paragraph Guide**.

•Teacher Homework: For each class period, cluster answers on **Theme** transparency. Compare all class periods to find strands of similar clusters. These strands are written in the form of issue questions, and details within strands are relevant questions. This becomes your course scope. Sequence may be built by prioritizing the knowledge and skills which must be learned before one can move on, and/or by resources available, and/or student-teacher interest. Continue to use theme to coordinate issues and motivate students.

FURTHER ACTIONS TO TAKE (POWER OF ONE, Homework, Extended Learning, Community Service)

Use essay to plan goals for POWER OF ONE, community service and other class projects.

EVALUATION TECHNIQUES

Student essay	Use **Learning Plan Checklist** to evaluate course outline.

CONSCIOUS QUESTIONING

An understanding of questioning techniques and the different types of questions will help to elicit more thoughtful responses from students.

<table>
<tr><th>Blooms Taxonomy</th><th>Home Economists
Fedje and Irvine</th></tr>
<tr><td>Knowledge Level</td><td>Recall Questions</td></tr>
<tr><td colspan="2">What do you need to know?
What do families do?
Where do I learn skills?</td></tr>
<tr><td>Comprehension Level</td><td>Observation Questions</td></tr>
<tr><td colspan="2">What do you see that some people haven't learned and need to know?
What skills will I need?</td></tr>
<tr><td>Application Level</td><td>Similarities/Differences</td></tr>
<tr><td>Analysis</td><td>Probing</td></tr>
<tr><td colspan="2">How are your lists like other student's?
What do you mean by.....?
What will be the role of the family in 15 years?</td></tr>
<tr><td>Synthesis</td><td>Grouping, Categorizing, Ordering</td></tr>
<tr><td colspan="2">How can these lists of questions be grouped for understanding and study?
What can I do now to learn skills?</td></tr>
<tr><td>Evaluation</td><td>Cause/Effect-Conclusions</td></tr>
<tr><td colspan="2">What would happen if no one learned these things?
What activities, structure, and relationships will be essential?</td></tr>
</table>

CHANGE QUESTIONNAIRE

WHAT WILL BE THE ROLE OF THE FAMILY FIFTEEN YEARS FROM NOW?

WHAT ACTIVITIES, STRUCTURE AND RELATIONSHIPS WILL BE ESSENTIAL?

NOTE: If students give you blank stares when you ask these questions, reword the questions to be--What was the role of the family in your grandparents' day? What is the role now? What will be the role? Repeat technique for the second question.

WHAT SKILLS
WILL I NEED?

WHERE DO I LEARN THESE SKILLS?
RESOURCES TO HELP ME?

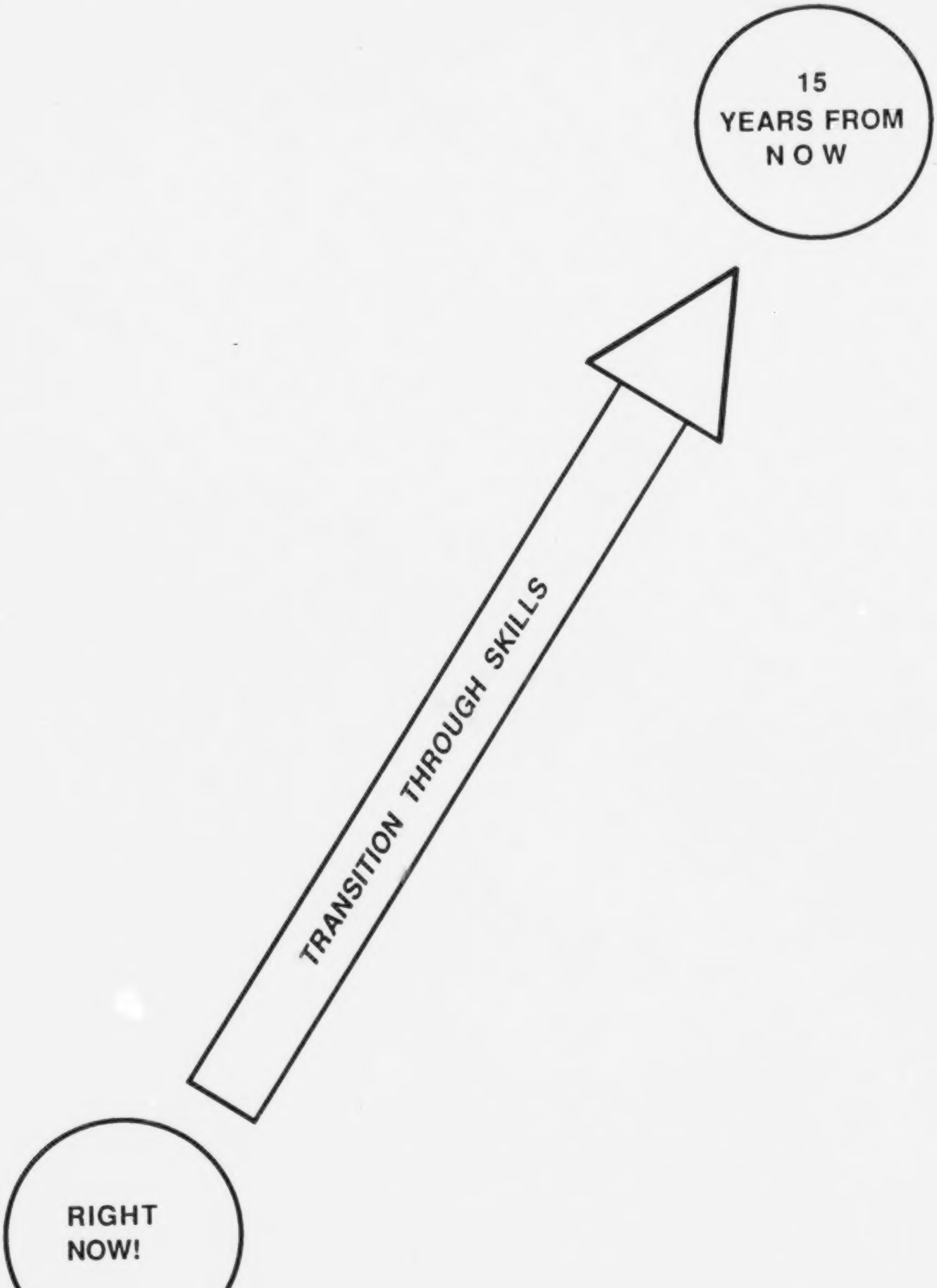
WHO?

WHAT?

WHERE?

WHAT CAN I DO NOW
TO BEGIN LEARNING
THESE SKILLS?

TRANSPARENCY



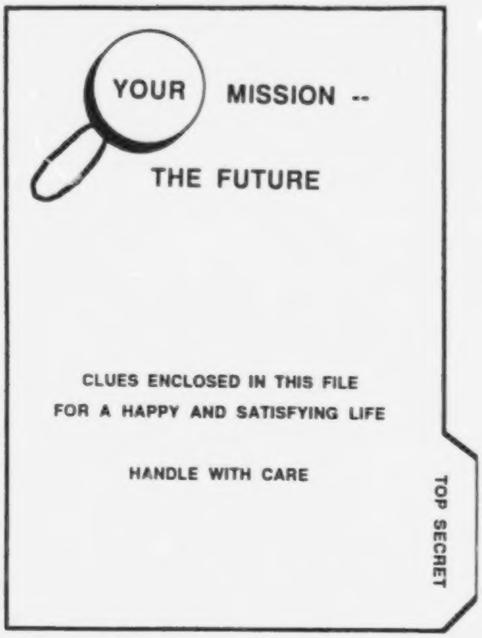
15 YEARS FROM NOW

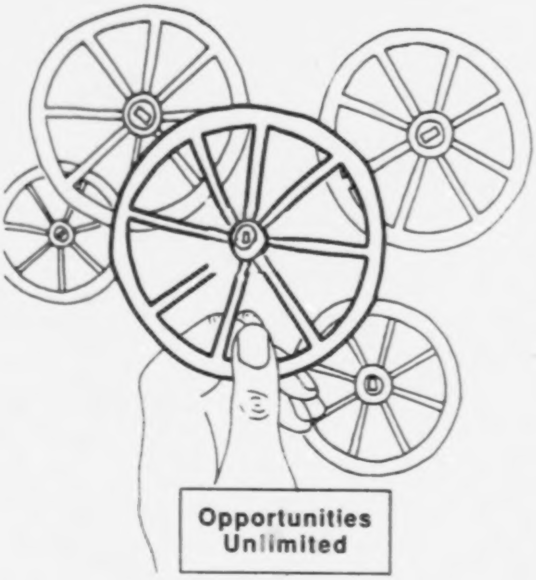
TRANSITION THROUGH SKILLS

RIGHT NOW!

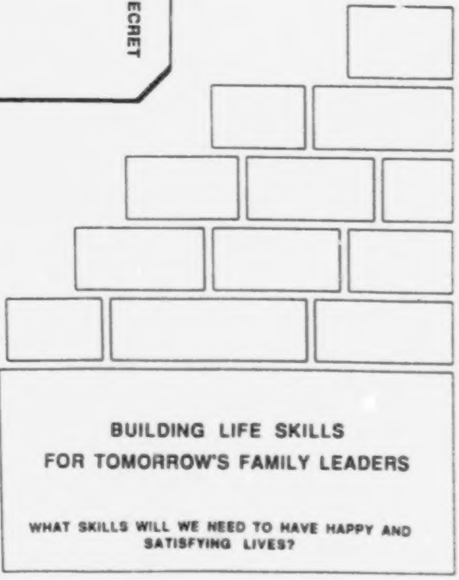
TRANSPARENCY

THEME TRANSPARENCY EXAMPLES


YOUR
MISSION --
THE FUTURE
CLUES ENCLOSED IN THIS FILE
FOR A HAPPY AND SATISFYING LIFE
HANDLE WITH CARE
TOP SECRET


Opportunities
Unlimited

FOR A HAPPY AND SATISFYING LIFE


BUILDING LIFE SKILLS
FOR TOMORROW'S FAMILY LEADERS
WHAT SKILLS WILL WE NEED TO HAVE HAPPY AND SATISFYING LIVES?

Write student responses to questions on the "bricks," on the spokes of the wheel or on the folder cover.

TRANSPARENCY

ESSAY PARAGRAPH GUIDE

WRITE AN ESSAY ENTITLED: (Use current FHA/HERO theme and the question "What do I need to have a happy and satisfying life"?)

WRITE ONE PARAGRAPH FOR EACH OF THE FOLLOWING QUESTIONS.

1. How do I feel about change and how will it affect the transitions I make into my future of choice?
2. What will be the essential role, structure and relationships of families in the future?
3. What does it mean to lead a family?
4. What three skills will I need to make the transition in my future?
5. What resources are available for me to learn these skills?
6. What can I do to begin improving these skills right now?

WRITE ONE PARAGRAPH ABOUT EACH OF THREE SKILLS YOU NEED TO MAKE LIFE HAPPY AND SATISFYING.

7. One paragraph should be FAMILY ROLE related.
8. One paragraph should be FAMILY STRUCTURE related.
9. One paragraph should be CAREER related.

LEARNING PLAN

GRADE LEVEL/COURSE: Any
APPROXIMATE NUMBER OF DAYS: 1-2

ISSUE: **HOW CAN I HAVE A SATISFYING AND SUCCESSFUL LIFE?**
RELEVANT QUESTION: **WHAT SKILLS DO I NEED IN MY FUTURE?**
CONCEPT/TOPIC (Something To Think About): **ISSUES AND RELEVANT QUESTIONS, 2**
SUGGESTED OBJECTIVE: **Identify questions and relevant questions**

LEADERSHIP SKILLS:

___Critical thinking
___Creative thinking
___Group process
___Problem solving and decision making
_X_Communication
___Planning process
_X_Cooperative learning

INTEGRATED AREAS

___Nutrition
___Child Dev.
___Living Environ.
___Resource Mgt.
___Clothing/Textiles
___Relationships

RESOURCES (Something To Think With)

Teacher

Conscious Questioning (page 15)
Learning Plan Checklist

Student

PROCESS/ACTIVITIES (Some Ways To Think)

- Review lesson on "Family Leadership":
  (Recall) 1. What are the roles of family members?
  (Similarity) 2. How is this class like a family?

- Explain that the teacher "family" role today is to help guide decisions in building this course outline. Students, individually, answer the following two questions:
  (Cause/Effect) 3. What do you think is the purpose of this class?
  (Cause/Effect) 4. What do you need to know in order to lead a successful and satisfying life?

- Students form groups of 3 and then groups of 6 to answer:
  (Similarity) 5. How are your individual answers like other class members'? What do you all agree upon? What is different?
  (Categorize) 6. How do your answers fit into the issues (that "someone" decided were important)?
  (Probing) 7. Do you have needs that don't fit the issues? What new issue would you write to cover your need?

- Set curriculum priorities by asking:
  (Category) 8. Which of the listed questions do you think we can best learn about here rather than somewhere else or some other class?
  (Conclusion) 9. How would you organize these needs into a 90-day course? Which of you would help me to do this and present it to the class?
  (Recall) 10. Who do you know that can help provide us with information in understanding these questions?

- Clarify the issues and relevant questions as you deal with each issue by asking:
  (Probing) 11. If you believe you need to know... (Example: How to Cook), what is it about that which is important?
  (Cause/Effect) 12 . What would happen if you didn't know the things you listed?

FURTHER ACTIONS TO TAKE (POWER OF ONE, Homework, Extended Learning, Community Service)

EVALUATION TECHNIQUES

Learning Plan Checklist

LEARNING PLAN CHECKLIST

YES NO

☐ ☐ **Is the objective related to course issues and relevant question?**

☐ ☐ **Is this learning essential and the time allotted proportional to current life experience?**

☐ ☐ **Are these leadership skills included?**

- ☐ critical thinking
- ☐ creative thinking
- ☐ problem solving and decision making
- ☐ group process
- ☐ communication

☐ ☐ **Are students taking an active role in planning and implementing the learning?**

☐ ☐ **Does this learning prepare and encourage students to take further action?**

- ☐ STAR Events
- ☐ POWER OF ONE
- ☐ Other
- ☐ Extended Learnings
- ☐ Community Service

☐ ☐ **Is the method of evaluating learning identified and appropriate?**

☐ ☐ **Do the learning opportunities enhance student understandings of diversity in gender, culture, economics, ability and background?**

☐ ☐ **Are two or more home and family life content areas integrated in this lesson?**

- ☐ foods and nutrition
- ☐ living environments
- ☐ child development
- ☐ resource management
- ☐ relationships
- ☐ clothing and textiles

LEARNING PLAN

GRADE LEVEL/COURSE: Any
APPROXIMATE NUMBER OF DAYS: 2

ISSUE: **HOW CAN I HAVE A SATISFYING AND SUCCESSFUL LIFE?**
RELEVANT QUESTION: **HOW CAN I FEEL COMFORTABLE IN THIS CLASS?**
CONCEPT/TOPIC (Something To Think About): **SETTING THE TONE**
SUGGESTED OBJECTIVE: **Create a classroom environment which will foster trust, caring and support.**

LEADERSHIP SKILLS:
_X_Critical thinking _X_Communication
___Creative thinking ___Planning process
___Group process _X_Cooperative learning
___Problem solving and decision making

INTEGRATED AREAS
___Nutrition ___Resource Mgt.
___Child Dev. ___Clothing/Textiles
___Living Environ. ___Relationships

RESOURCES (Something To Think With)

Teacher	***Student***
Index cards of various colors.	**Can "U" Find"** scavenger hunt sheet **Getting Acquainted by Interview** sheet

PROCESS/ACTIVITIES (Some Ways To Think)

•Complete one or both of the following activities:

- **Can "U" Find** scavenger hunt (directions on sheet)
- **Getting Acquainted by Interview** (directions follow)

•Follow-up with a class discussion:
-What kinds of things did you find out about people?
-How did it feel to meet new people, to be interviewed, and to be introduced?
-What new things did you learn about people you already know?
-How did it feel to have new people use your name?
-Why might knowing names be important in the class?

•Conclude with a statement about the class and importance of using names and recognizing individual uniqueness.

FURTHER ACTIONS TO TAKE (POWER OF ONE, Homework, Extended Learning, Community Service)

Have lunch with someone new. Sit by someone you met today in another class.

EVALUATION TECHNIQUES

Cut an index card into the shape of a leaf - make as large as possible. On one side of the leaf, write the name of a person you think might be a new friend. On the other side write why.

Put leaves on family tree (on wall). Discuss color, shape, gender, generations, life style, etc. represented in the "class" family.

CAN "U" FIND?

This is a person-to-person human scavenger hunt. Walk around and try to find someone in the group who matches each item listed below. Write their name on the line next to the item. This is your chance to get to know new people. You can only use a name one time!

1. Someone with the same color eyes as yours ____________________
2. Someone born in the same state as yours ____________________
3. Someone who likes to sing in the shower ____________________
4. Someone who has the same favorite dessert as yours ____________________
5. Someone who has lived only in Washington State ____________________
6. Someone who has seven or more letters in their first name ____________________
7. Someone who was born on another continent ____________________
8. Someone who watches less than five hours of TV/week ____________________
9. Someone who can cross their eyes ____________________
10. Someone who has been told in the last week that he/she is loved or special ________
11. Someone who feels it is okay to cry ____________________
12. Someone who speaks more than one language ____________________
13. Someone who has six or more people in their family ____________________
14. Someone who is the youngest in the family ____________________
15. Someone who lives with three or more generations ____________________
16. Someone who would like to write a book ____________________
17. Someone who delivers or has delivered newspapers ____________________
18. Someone who celebrated a holiday of another culture ____________________
19. Someone who has seen the same movie at least three times ____________________
20. Someone who likes to cook ____________________
21. Someone who has been to a Pow Wow ____________________
22. Someone who has double pierced ears ____________________
23. Someone who has never had a cavity ____________________

GETTING ACQUAINTED BY INTERVIEW

Using the idea of a personal interview to learn about new members in a group is effective because people can get acquainted through visiting with each other and then sharing what they have learned with the rest of the group. Some people would rather talk about someone other than themselves and this interview technique may be less difficult than talking about yourself to the group.

The leader divides the group into pairs. Each member of the pair will have about 10 minutes to interview the other. Some questions to get the interview started are listed below. When the interviews are completed, have each person in the group will stand and tell several things that they have learned about their partner as they do an introduction.

1. Name and nickname, and significance of name.
2. Where born, raised, presently live.
3. Family background - how many brothers, sisters; where they are in the birth order; other facts of interest.
4. Main interests, hobbies, what they like to do for fun.
5. Where have the gone to school - what they plan do with their education.
6. Career, job, travel plans and experiences.
7. Favorite foods, T.V. programs, books, animals, and color.
8. Most embarrassing experience.
9. Nicest thing that has ever happened to them.
10. Something about them that a person from another culture or generation might not know or understand.

LEARNING PLAN

GRADE LEVEL/COURSE: Any
APPROXIMATE NUMBER OF DAYS: 2

ISSUE: HOW CAN I HAVE A SATISFYING AND SUCCESSFUL LIFE?
RELEVANT QUESTION: HOW DO WE MAKE GOOD DECISIONS?
CONCEPT/TOPIC (Something To Think About): THE PLANNING PROCESS
SUGGESTED OBJECTIVE: **Use the planning process as a method for solving problems or making decisions.**

LEADERSHIP SKILLS:
_X_ Critical thinking
___ Creative thinking
___ Group process
_X_ Problem solving and decision making
___ Communication
_X_ Planning process
___ Cooperative learning

INTEGRATED AREAS
___ Nutrition
___ Child Dev.
___ Living Environ.
___ Resource Mgt.
___ Clothing/Textiles
___ Relationships

RESOURCES (Something To Think With)

Teacher

Information on typical student problems (could be any related articles/pamphlets).
Focus on Choices transparency

Student

Student Evaluation Guide
The Planning Process

PROCESS/ACTIVITIES (Some Ways To Think)

•Explain the **Focus on Choices** transparency. "Everytime you make a decision, you first have to cope with a situation and deal with your feelings. Then you decide what you're going to do in the situation. Plan your actions, act and evaluate. These steps are what give you personal power to create a future of your choice."

•Explain and have students write down steps in the planning process using the transparency or a handout.

•As a class, go through the steps using an issue of high student interest (i.e., changing school colors, girls in football, McDonald's serving school lunch).

•Assign an individual decision making problem. "I'm in a situation involving alcohol, how do I stay out of trouble?" (each student defines the specific situation).

•During the next class period, students trade papers and evaluate the other person's process using the **Student Evaluation Guide**. If the student earns less than 90%, they get another problem, i.e., "How do I get a part-time job?" or "How do I decide what car to buy?"

•Repeat the evaluation process the next day. For students who still do not complete the assignment, the next problem is, "What do I have to do to get my homework done?" A possible fourth assignment, 'What will happen if I fail this class?"

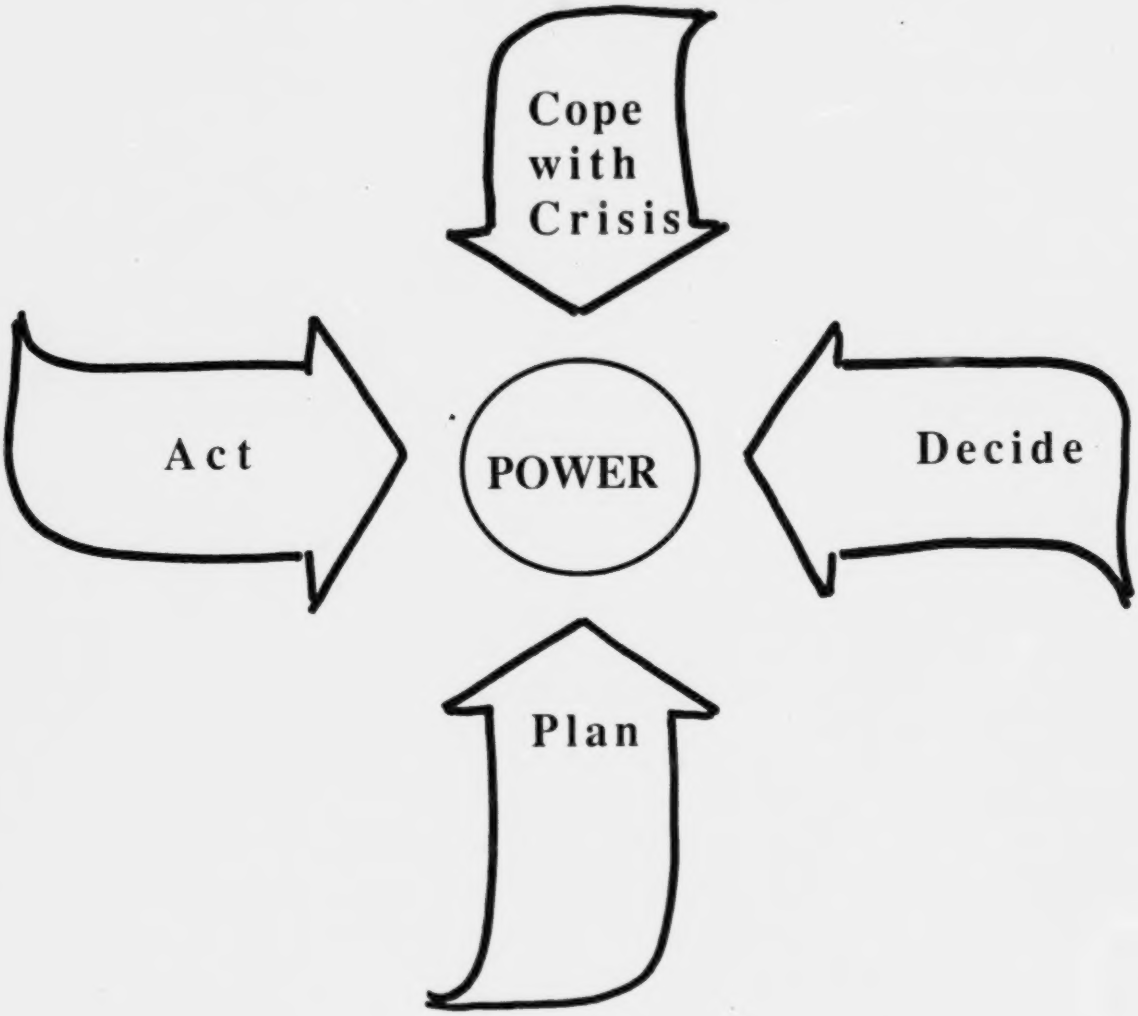
Further Actions To Take (POWER OF ONE, Homework, Extended Learning, Community Service)

Apply the planning process for problem solving and decision making to a situation outside school i.e., decide what you can do (not buy) to show someone that you care about them. Students check each other using the **Student Evaluation Guide**.

EVALUATION TECHNIQUES

Completion of **Student Evaluation Guide.**

Focus on Choices



Cope with Crisis

Act

POWER

Decide

Plan

TRANSPARENCY

THE PLANNING PROCESS
for Problem Solving/Decision Making

IDENTIFY CONCERNS

1. Define problem - put it in the form of a question.
2. Brainstorm possible solutions - at least six.
3. Narrow choices to three - look briefly at good and bad points.
4. Determine advantages and disadvantages of each of the three.

	Choice 1	Choice 2	Choice 3
5. Consider influences for all three. • External family opinion money available time friends opinion •Personal values life goals feelings			
6. List effects of all three. •Family •Peers •Community (school)			

If everyone made this same choice, what would be the effect on each?

SET YOUR GOAL

DECIDE - choose one alternative based on answers to numbers 4, 5 and 6.

FORM A PLAN

FORM A PLAN for that alternative

ACT

CARRY OUT THE PLAN

FOLLOW-UP

ANALYZE / EVALUATE

Choose another alternative if needed, and act again.

STUDENT EVALUATION GUIDE

Trade homework assignments with someone close to you and begin correcting papers.

Each step is worth five points.

1. Is the problem in the form of a question?

2. Are there six possible solutions?

3. Did they narrow choices to three?

4. Did they determine advantages and disadvantages for all three?

5. Did they consider influences (external and personal) for all three?

6. Did they list the effects of all three?

7. Did they choose one?

8. Did they form a plan?

9. Did they ACT and carry out the plan?

10. Did they evaluate the choice and solution?

LEARNING PLAN

GRADE LEVEL/COURSE: Any
APPROXIMATE NUMBER OF DAYS: 1

ISSUE: **HOW CAN I HAVE A SATISFYING AND SUCCESSFUL LIFE?**
RELEVANT QUESTION: **WHAT'S AN O.K. WAY TO ACCEPT FEELINGS?**
CONCEPT/TOPIC (Something To Think About): **DEALING WITH FEELINGS**
SUGGESTED OBJECTIVE: **Accept personal feelings and develop a process to handle feelings in a positive way.**

LEADERSHIP SKILLS:		***INTEGRATED AREAS***	
_X_ Critical thinking	_X_ Communication	___Nutrition	___Resource Mgt.
___Creative thinking	_X_ Planning process	___Child Dev.	___Clothing/Textiles
___Group process	_X_ Cooperative learning	___Living Environ.	___Relationships
X Problem solving and decision making			

RESOURCES (Something To Think With)

Teacher	***Student***
Four Phase Feeling Fixer transparency	**"Four Phase Feeling Fixer" Situations** **Feelings Worksheet.**

PROCESS/ACTIVITIES (Some Ways To Think)

•Explain the **Four Phase Feeling Fixer** technique using transparency.

•Each co-op group chooses three problems from the situations sheet and completes feelings worksheet.

•Assign individual students to work through the four steps using a real problem. Check to be sure solutions are realistic.

FURTHER ACTIONS TO TAKE (POWER OF ONE, Homework, Extended Learning, Community Service)

Students use the process as needed during the semester for themselves and to advise friends who ask for assistance.

EVALUATION TECHNIQUES

Students' completion of feelings worksheet.

THE FOUR PHASE FEELING FIXER

1. **Identify and acknowledge your feelings.**

   •Accept your feelings as they are, do not judge your feelings.

2. **Decide if the feelings you have are realistic.**

   •Stand back as if you are someone else and decide if the feelings are realistic for the situation.

   •If they are not, what is realistic?

3. **Accept the feelings you are having, then do something you enjoy.**

   •Listen to music, be with friends, write, shop, exercise.

   •Make a mental note of the ones that work for you.

   •Use positive self talk.

4. **Decide what you can change.**

   •Yourself?
      •The situation?
         •The other person? Realize you have little control over others.
            •Make a plan for change.

From here, go on to the decision making process.

TRANSPARENCY

Name ____________________
Period ____________________
Date ____________________

"FOUR PHASE FEELING FIXER" SITUATIONS

In your cooperative group, choose three of the five situations below. Solve each problem using the **Four Phase Feeling Fixer** worksheet. Each student must contribute to the solution. You may decide who does what but you must show where all members contributed and each person must be able to explain how to solve the problem.

1. Recently John has been getting stomach aches in his first period English class. He has never liked English. The fact that he doesn't get along with his teacher makes matters even worse. John has been putting off doing his English homework in the evening in the last few weeks. He has been getting up early and doing it before school instead. Because of this, John is rushed in the mornings and sometimes doesn't get his homework finished. Other times, he is late for school.

2. Sally lies awake worrying at night and she often has trouble getting to sleep. Her grandmother lives with her. She worries about her grandmother's health and whether or not her grandmother approves of her. She also worries about the strain medical care costs for grandmother are putting on the family budget.

3. Joe has felt irritable, but he can't understand why he feels this way. He doesn't have a lot of worries or hectic schedule. In fact, all Joe ever does is watch television and eat junk food. When he gets home from school, he plops in front of the T.V. to watch soap operas. He sits there eating and drinking soda until the six o'clock news. Joe munches on chips during his favorite night time shows and nibbles on candy during the late movie.

4. Sonya is an active girl. Recently her busy schedule has been interrupted by headaches. Normally, she jogs two miles each morning. Then she comes home, showers, dresses, and goes to school. As FHA/HERO Chapter president, Sonya often spends her lunch period arranging meetings, writing letters, posting notices, and typing memos. After school, Sonya has volleyball practice. In contrast, she heads home where she spends a couple of hours taking care of younger siblings and fixing dinner. After doing household chores she does her homework before going to bed. She worries because her grades are falling and she has lost interest.

5. Jason feels like he has no control over his life. This feeling has caused him to become depressed. He hasn't always felt this way. A few months ago, Jason's mother got a new job. This meant that Jason and his family had to move. The week before the move, Jason's grandfather died. Jason has been in his new home for two months now, but his life still has not returned to "normal." Last week, Jason's mother had a baby boy. His parents brought the baby home from the hospital yesterday.

FEELINGS WORKSHEET

PROBLEMS	**SITUATION 1**	**SITUATION 2**	**SITUATION 3**
Identify your feelings.			
Decide if the feelings you have are realistic. If they are not, what is realistic?			
Accept the feelings you are having, then do something that you enjoy.			
Decide what can change. Yourself? The situation? The other person? Make a plan for change.			

LEARNING PLAN

GRADE LEVEL/COURSE: Any
APPROXIMATE NUMBER OF DAYS: 1

ISSUE: **HOW CAN I HAVE A SATISFYING AND SUCCESSFUL LIFE?**
RELEVANT QUESTION: **HOW DO I WORK IN A GROUP?**
CONCEPT/TOPIC (Something To Think About): **COOPERATIVE LEARNING**
SUGGESTED OBJECTIVE: **Demonstrate cooperative learning skills.**

LEADERSHIP SKILLS:

___Critical thinking
___Creative thinking
___Group process
___Problem solving and decision making
_X_Communication
___Planning process
_X_Cooperative learning

INTEGRATED AREAS

___Nutrition
___Child Dev.
___Living Environ.
___Resource Mgt.
___Clothing/Textiles
___Relationships

RESOURCES (Something To Think With)

Teacher

Student

Squares Assignment
Mutilated Squares activity
Cooperative Skills Checklist and transparency
Washington License Plate worksheet
Teamwork Award

PROCESS/ACTIVITIES (Some Ways To Think)

•Complete **Squares** activity as described.

•Discuss **Cooperative Skills** transparency. Relate to the **Squares** activity.

•Assign cooperative groups, with each having a heterogeneous mix of learning style, ability level, gender, personality, etc.

•Do the **Mutilated Squares** activity along with the **Cooperative Skills Checklist**. Each cooperative group names itself by making a personalized license plate.

•Present **Teamwork Award.**

•Post license plates.

FURTHER ACTIONS TO TAKE (POWER OF ONE, Homework, Extended Learning, Community Service)

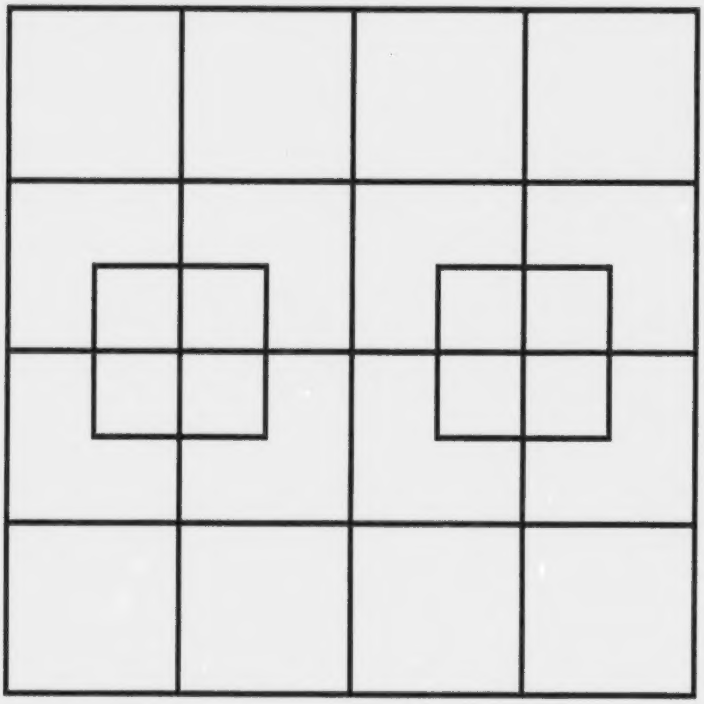
Identify cooperative roles that are taken in other situations such as home, the family, at work or other classrooms.
Use co-op groups and **Cooperative Skills Checklist** as a method of teaching course content (examples throughout the guide).

EVALUATION TECHNIQUES

Cooperative Skills Checklist.

SQUARES ASSIGNMENT

1. Count the number of squares. (2 minute time limit)
2. Join with one other person, compare answers, and come to a consensus.
3. Join your pair with one other pair, compare answers, and come up with a team answer. Be prepared to explain it.



HOW DID I FEEL ABOUT WORKING INDIVIDUALLY OR WITH OTHERS?

WHAT DID I NOTICE ABOUT OTHER PLAYERS?

Cooperative Learning Center, David W. Johnson and Roger I. Johnson, 202 Patee Hall,
University of Minnesota, Minneapolis, MN 55455

COOPERATIVE SKILLS

1. **WORKING TOGETHER**

   MUTUAL GOALS, JOINT REWARDS, SHARED MATERIALS, INFORMATION, ASSIGNED JOBS.

2. **COMMUNICATION**

   ORAL SUMMARIES, GIVING AND RECEIVING EXPLANATION AND COMPLIMENTS, ELABORATING, ENCOURAGING EACH OTHER.

3. **INDIVIDUAL RESPONSIBILITY**

   SUPPORTING AND HELPING EACH OTHER. RANDOM SELECTIONS OF INDIVIDUAL WORK MAY BE GROUP GRADE.

4. **SOCIAL SKILLS**

   COMMUNICATION: CONTRIBUTING IDEAS, DESCRIBING FEELINGS, GIVING FEEDBACK, TAKING TURNS.

   LEADERSHIP: USING KNOWLEDGE, BUILDING INTEREST, GUIDING DECISIONS, ORGANIZING EFFORTS, INVOLVING MEMBERS, COOPERATIVE DECISION MAKING, PROBLEM SOLVING, CONSENSUS COMPROMISE.

5. **EVALUATION**

   USING THE COOPERATIVE SKILL CHECKLIST, ANALYZE HOW WE COOPERATE TO REACH OUR GOAL.

TRANSPARENCY

COOPERATIVE SKILL CHECKLIST

DIRECTIONS FOR USE: (A) Put names of group members above each column. (B) Put a tally mark in the appropriate box each time a group member uses one of the five skills. (C) Make notes on the back when other significant interesting things happen.

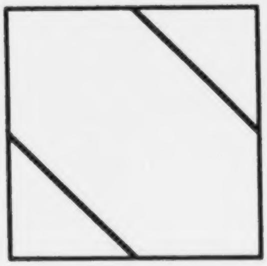
	Student A	Student B	Student C	TOTAL
NAME:				
1. Working Together Share Materials Complete Jobs Reach Goal				
2. Communication Compliment, Encourage, Share, Help Each Other, Explain				
3. Individual Responsibility Each individual complete their job and can explain what they learned.				
4. Social Skills Contribute Ideas, Feedback, Take Turns, Describe Feelings, Use Leadership Skills, Compromise				
5. Evaluation What do I do well and what do I need to improve? Do we agree?				

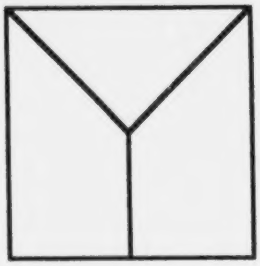
MUTILATED SQUARES

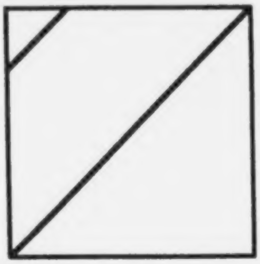
There are four students in each group. Three people are each given five puzzle pieces one piece from each of the five squares to be formed. The object of the game is to make five squares (equal squares) without talking or gesturing. The forth person acts as the recorder and fills out the **Cooperative Skills Checklist.**

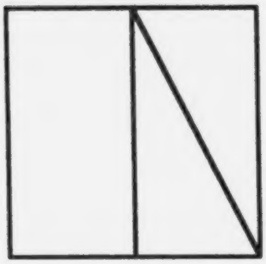
Rules:
1. NO Talking.
2. NO Gestures.
3. Only offer pieces - you may not grab a piece from another person.
4. Must accept all pieces offered to you.
5. Only one piece may be exchanged at a time.

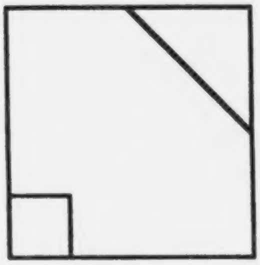
Drawings of Completed squares (6" squares cut from heavy tag board):

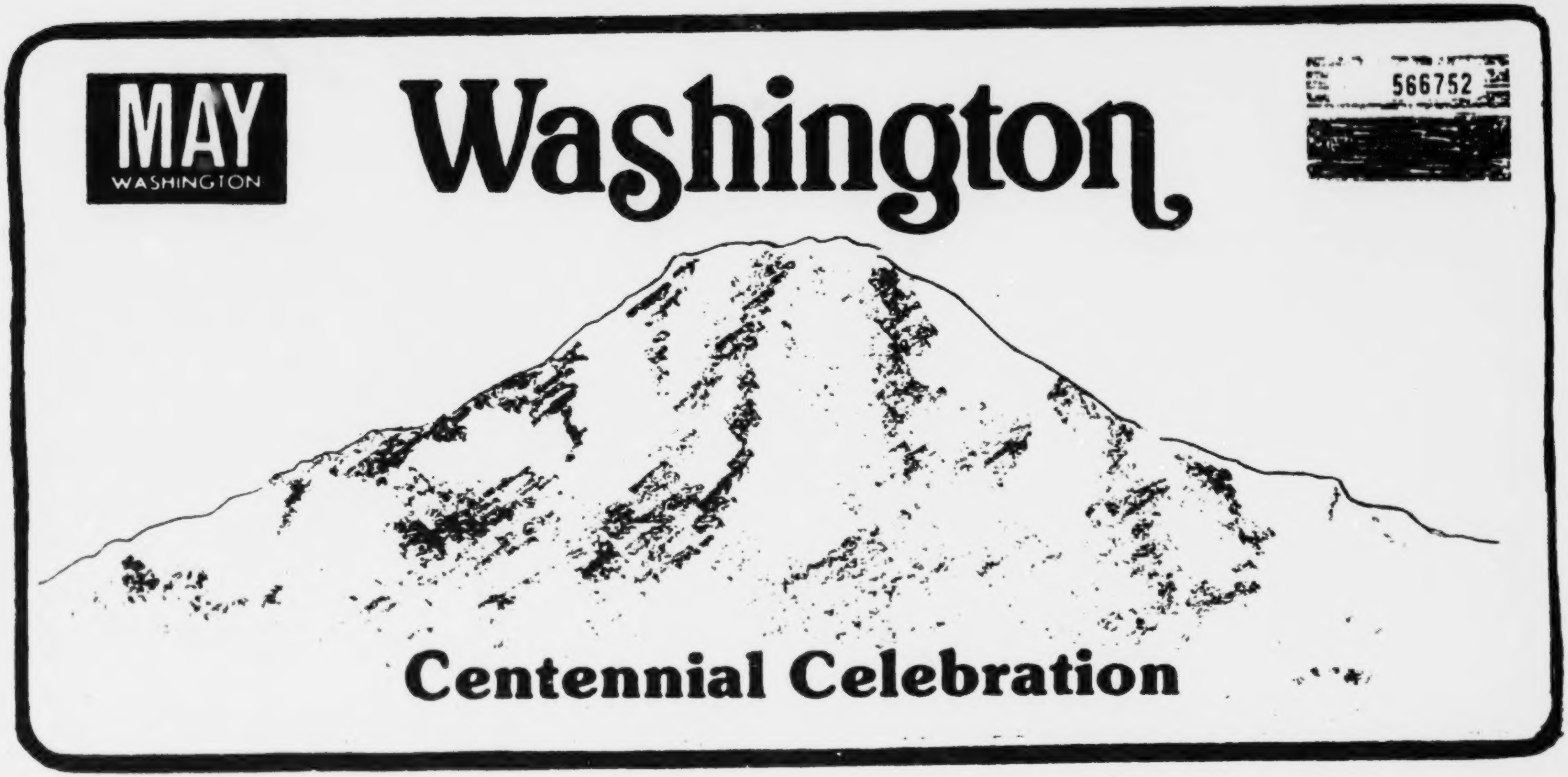




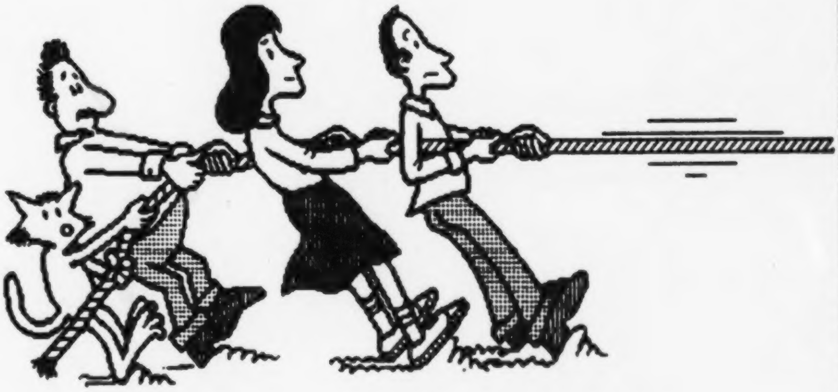







MAY
WASHINGTON
Washington
566752
Centennial Celebration

TEAM WORK AWARD



This certifies that you have been successfully using the skill of cooperation in the Home and Family Life class

GOOD JOB!

CONGRATULATIONS
I'M SO PROUD OF YOU

H&FL Teacher

LEARNING PLAN

GRADE LEVEL/COURSE: Any
APPROXIMATE NUMBER OF DAYS: 3

ISSUE: **HOW CAN I HAVE A SATISFYING AND SUCCESSFUL LIFE?**
RELEVANT QUESTION: **WHAT'S THE EASIEST WAY FOR ME TO LEARN?**
CONCEPT/TOPIC (Something To Think About): **LEARNING STYLES**
SUGGESTED OBJECTIVE: **Recognize positive contributions of individual differences.**

LEADERSHIP SKILLS:
_X_Critical thinking
_X_Creative thinking
___Group process
_X_Communication
_X_Planning process
_X_Cooperative learning
_X_Problem solving and decision making

INTEGRATED AREAS
___Nutrition
___Child Dev.
___Living Environ.
___Resource Mgt.
___Clothing/Textiles
___Relationships

RESOURCES (Something To Think With)

Teacher	***Student***
Any available learning style measurement tool and descriptions of learning styles **Cooperative Learning Group Roles** transparency **Group Jobs** transparency	**Learning Style Task Sheet** **Cooperative Learning Group Roles** list

---

PROCESS/ACTIVITIES (Some Ways To Think)

•Students complete learning style measurement tool.

•Divide students into groups of like learning styles, with no more than five students in each. Explain that this is the only time they will be working with students of the same learning style. The purpose of this lesson is to learn about the other learning styles and how to work with people of different learning styles.

•Give one **Learning Style Task** sheet to each group. Assign group roles using either the transparency or list. Review assigned tasks and put the **Group Job list** on the overhead. Decide whether students or teacher will choose the presentation method. Possible methods: Concrete Random--mind mapping on tagboard; Concrete Sequential--charts on tagboard; Abstract Random--skits; Abstract Sequential--notes on transparency.

•Students prepare presentations and give to class.

Further Actions To Take (POWER OF ONE, Homework, Extended Learning, Community Service)

Record the learning styles of students and consider when choosing teaching techniques and appropriate processes to use in class. Be sure to consider cultural influence on learning style. Assign cooperative groups based on a mix of learning styles.

EVALUATION TECHNIQUES

Quality indicator questions on **Learning Style Task** sheet.

Name ______________________________
Date ______________________________
Period ______________________________

LEARNING STYLE TASK SHEET

Your learning style is ____.

TASK: Use description list to define and list five characteristics of your learning style in your own words. Prepare an illustrated talk of 2-5 minutes and present it to the class tomorrow.

GOAL: To increase effective learning individually and in groups by telling others how to work with people of your learning style.

MATERIALS NEEDED:

STEPS TO COMPLETION:

1. Write the definition in your own words.
2. List five characteristics of your group's learning style.
    a.
    b.
    c.
    d.
    e.
3. Diagram your visual materials. Show approximate size, color, message.
4. Obtain materials and make visuals.
5. Practice your presentation.
6. Evaluate your work according to these QUALITY INDICATORS:
    a. Are the visuals neat?
    b. Do they help make the idea clear?
    c. Does the information presented make it easier to work with a person of your learning style?
7. Make your presentation.

BE A GOOD AUDIENCE FOR OTHER PRESENTORS!

COOPERATIVE LEARNING GROUP ROLES

SUMMARIZER/CHECKER

ACTIONS:

- Keeps on task
- Identifies goal
- Clarifies instructions
- Clarifies expectations
- Paraphrases
- Maintains eye contact with everyone
- Monitors with different people
- Uses active listening
- Regulates flow of conversation
- Gets feedback from each member
- Smiles
- Gives accepting answers
- Points to each person in group
- Looks at each individual

QUOTATIONS:

- We still need to...
- Let's get back to..."
- Is this what we all mean?
- Do we all agree?"
- Could you clarify that for me?
- Tell me in your own words.
- Go over that once more.
- Help me understand you.
- What are the main points?
- Are you sure?
- Does everyone understand?
- Are there any questions?
- ____, could you explain to____?
- Repeat what you just said.
- Recorder, read what you have.
- Say it in another way.

RECORDER

ACTIONS:

- Writes notes as teacher talks
- MUST be neat
- Listens carefully

- Uses good grammar and spelling
- Comes prepared
- Organizes notes and records of meetings
- Knows what is to be recorded
- Knows what format is required
- Knows when to begin
- Knows who is reporting
- Knows who to give information to

QUOTATIONS:

- What I hear you saying...
- Is this correct?
- Wait a minute. I need to finish the last statement.

OBSERVER

ACTIONS:

- Has supplies (paper, pen, etc.)
- Knows job of each member
- Records on a checklist for jobs
- Shows empathy

QUOTATIONS:

- I saw you...
- I heard you...
- I feel you were...

ENCOURAGER

ACTIONS:

-Maintains eye contact with group members
-Smiles
-Makes sure group members:
    Lean forward to be seen
    Sit "eye to eye and knee to knee"
    Use positive hand gestures
    Have equal seating space
    Face each other
-Acts as a positive role model
-Look awake/keep eyes open
-Gives pats on the back to group members
-Uses thumbs up sign

-Makes positive statements
-Compliments group on progress
-Breaks the tension with a joke

-Acts as a peacemaker

QUOTATIONS:

-Rad! Cool

-Right on!
-Keep it up!
-Oh, good job!
-You're on the right track.

-What do you think?
-How do you feel?
-_____, it's your turn.
-Well, what do you say?
-I really like the way you...
-Good idea!

-Let's keep going. We're about done"
-We want to hear all the ideas.
-Great! You got your part done!
-Hey, when we get done, we'll have some free time to talk.
-We're going to have the best results in the class.
-_____, what's your opinion?
-Do you agree?

RESEARCH RUNNER

ACTIONS:

-Goes to get supplies
-Clarifies the directions with the instructor.

-Eavesdrops with other groups
-Steals new ideas

-Returns leftovers

QUOTATIONS:

-Where are the supplies?

-What amounts of supplies are needed?
-How do I use the supplies?
-Where do the remaining supplies go?"

Developed by Tacoma Valley Area Group
Fall 1989

COOPERATIVE LEARNING GROUP ROLES

1. *LEADER* -- KEEPS THE GROUP ON TASK

2. *RECORDER* -- WRITES DOWN IDEAS, SOLUTIONS, ANSWERS

3. *READER* -- LOOKS UP INFORMATION

4. *CHECKER* -- MAKES SURE ALL MEMBERS OF THE GROUP CAN EXPLAIN ANSWERS

TRANSPARENCY

GROUP JOBS
FOR LEARNING STYLES ACTIVITY

GET MATERIALS

DRAW DECORATIONS OR DESIGN

USE THE DICTIONARY

GLUE, CUT, PASTE

EVALUATE FOR QUALITY CONTROL

WRITE DEFINITIONS

TRANSPARENCY

LEARNING PLAN

GRADE LEVEL/COURSE: Any
APPROXIMATE NUMBER OF DAYS: 1

ISSUE: **HOW CAN I HAVE A SATISFYING AND SUCCESSFUL LIFE?**
RELEVANT QUESTION: **HOW DO WE GET FAMILY PROJECTS DONE?**
CONCEPT/TOPIC (Something To Think About): **LEADERSHIP IN THE FAMILY**
SUGGESTED OBJECTIVE: **Describe how leadership skills influence family functioning.**

LEADERSHIP SKILLS:

___Critical thinking
___Creative thinking
___Group process
___Problem solving and decision making
_X_Communication
___Planning process
_X_Cooperative learning

INTEGRATED AREAS

___Nutrition
___Child Dev.
___Living Environ.
___Resource Mgt.
___Clothing/Textiles
___Relationships

RESOURCES (Something To Think With)

Teacher

House building activity materials (tape, paper, note cards, straws, toothpicks, etc.)
Leadership in the Family transparency
Leadership Skills in the Family worksheet.

Student

PROCESS/ACTIVITIES (Some Ways To Think)

•Explain the transparency, **Leadership in the Family.**

•Participate in the house building activity. Divide into co-op groups and build a house using material provided. Judge houses on creativity, strength and stability. (Allow 25 minutes to build houses.)

•Each group identify roles taken by members in their family during the house building activity.

•In cooperative groups, complete **Leadership Skills in the Family** worksheet, using a situation of their choice, i.e., going on vacation, death in the family, going out to dinner, family movie.

•Each group gives oral report to class explaining the five skills and how they were used in their situation.

•Discuss "Why Be A Leader?"
  Best way to keep a family together.
  Provides optimal quality of family life.
  Enhances learning process.
  Encourages effective decision making and goal setting.
  Uses strengths of all family members.

FURTHER ACTIONS TO TAKE (POWER OF ONE, Homework, Extended Learning, Community Service)

Extend practice of the skill by assigning completion of the worksheet as students interact with their families in various situations.

As homework or an extended learning, students identify a situation where they use leadership skills in their family.

EVALUATION TECHNIQUES

Leadership Skills in the Family worksheet. Oral report on the cooperative process used.

NAME ____________________
DATE ____________________
PERIOD ____________________

LEADERSHIP IN THE FAMILY

Situation:

Leadership Skill	**Examples of Situations Using this Skill**
USE KNOWLEDGE	List the jobs and how often they need to be done.
BUILD INTEREST	Sell the family on the need for a clean house and the advantage of sharing and planning a schedule.
GUIDE DECISIONS	Decide on a process for selecting and assigning jobs.
ORGANIZE EFFORTS	Make sure everyone knows their responsibilities and how to do them.
INVOLVE MEMBERS	Encourage the family members to do their job and recognize a job well done.

TRANSPARENCY

NAME ______________________
DATE ______________________
PERIOD ____________________

LEADERSHIP SKILLS IN THE FAMILY

Situation:

Leadership Skill	**Examples of Situations Using This Skill**
USE KNOWLEDGE	
BUILD INTEREST	
GUIDE DECISIONS	
ORGANIZE EFFORTS	
INVOLVE MEMBERS	

TRANSPARENCY

LEARNING PLAN

GRADE LEVEL/COURSE: Any
APPROXIMATE NUMBER OF DAYS: 6

ISSUE: **HOW CAN I HAVE A SATISFYING SUCCESSFUL LIFE?**
RELEVANT QUESTION: **HOW DO I MAKE A DIFFERENCE IN THE COMMUNITY?**
CONCEPT/TOPIC (Something To Think About): **COMMUNITY LEADERSHIP**
SUGGESTED OBJECTIVE: **Improve leadership skills.**

LEADERSHIP SKILLS:

_X_Critical thinking
___Creative thinking
___Group process
_X_Problem solving and decision making
___Communication
___Planning process
___Cooperative learning

INTEGRATED AREAS

___Nutrition
___Child Dev.
___Living Environ.
___Resource Mgt.
___Clothing/Textiles
___Relationships

RESOURCES (Something To Think With)

Teacher	***Student***
POWER OF ONE STEPS transparency	**POWER OF ONE Planning Process** worksheet
Certificate	**Take The Lead Project Sheet**
POWER OF ONE (see page 218)	

PROCESS/ACTIVITIES (Some Ways To Think)

DAY 1

- Explain POWER OF ONE - class projects for individuals, extended learning possibility and forms of recognition. May show module/unit pins and completion certificates.

- Have students fill out the module/unit **Take The Lead** concern wish/checklist and identify 2-3 items for possible projects.

- Go over the **POWER OF ONE STEPS.**

- Pass out and explain **The Planning Process** worksheet and the formation of a plan.

- Students fill out the **Planning Process** worksheet Form A Plan portion of **Take The Lead Project Sheet.**

- Teacher read over plans before class the next day and make comments.

DAY 2

- Show the following items from POWER OF ONE on the overhead: Form a Plan and Follow Up. Explain measurement team meetings.

- Choose measurement/evaluation teams of one other student and one adult or parent monitor. Have students form groups of 2--they become the student part of the measurement team for each other. Have each pair choose an adult from faculty with planning during that class period, counselors, aides, administrators, secretaries, available parents, etc. (Some teachers prefer to form groups of 4, some have acted as the adult team member for every student in their class; some have had parents act as adult member.)

- Pass back planning sheets.

- Students make any needed revisions and turn in again.

- Any students who were absent for planning get caught up. Students work on other learnings.

DAY 3-5
- Contact faculty chosen and give sample forms. Schedule them for appropriate time (approximately 5 minutes per student) for a given date during class period.

- Develop a record keeping system for projects--use forms in POWER OF ONE, Appleworks data base, or note cards.

- Explain to students their responsibilities as measurement/evaluation team members.

DAY 6
- Briefly review measurement/evaluation team meeting procedure.

- During the class period, each team meets and reviews each project.

- Students work on class assignment during time not being evaluated.

- Students work on projects within the given time frame (four weeks works well).

- As due date approaches (3-4 day time period) contact faculty and give them a sample of the final evaluation form. Give them the date and time for their evaluations.

- Students fill out Follow up.

- Use class time for evaluations. Students work on class assignment during time not being evaluated.

- If using FHA/HERO recognition, make record of projects completed under paid members and non-paid members. Paid members may receive pins. Local design certificates may be made for all project completers.

Further Actions To Take (POWER OF ONE, Homework, Extended Learning, Community Service)

Recognition for project completed (ceremony, class meetings, banquet, etc.)

EVALUATION TECHNIQUES

Student completion of plan and Measurement Team/Follow up Checklist.

POWER OF ONE STEPS

Identify Concerns
Check wish list
Choose top concern

Set Your Goal
Write it down

Form a Plan
Create detailed plan
Meet with adviser and/or evaluation team

Act
Carry out activities

Follow Up
Complete follow-up questions
Meet with adviser and/or evaluation team
Apply for state and national recognition

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POWER OF ONE

Name ________________________

Period ____________Date ________

THE PLANNING PROCESS FOR PROBLEM SOLVING AND DECISION MAKING

A. IDENTIFY CONCERNS

1. Define the Problem - put it in the form of a question:

2. Brainstorm at least 6 possible solutions:
   - a.
   - b.
   - c.
   - d.
   - e.
   - f.

3. Think about the good and bad points of each solution. Cross off all but your 3 best choices in #2 above.

4. List your 3 choices in the chart below and answer the questions about each one.

	Choice 1	Choice 2	Choice 3
a. What are the advantages?			
b. What are the disadvantages?			
c. What would be my family's opinion?			
d. What would be my friends' opinion			

	Choice 1	Choice 2	Choice 3
e. Is there money available for this?			
f. Is there time available for this?			
g. Does this fit with my personal values?			
h. Does this fit my life goals?			
i. How do I feel about this?			
j. What effect would this have on my family?			
k. What effect would this have on my peers?			
l. What effect would this have on my community and school?			
m. If everybody made this same choice, what would the effect be on each person?			

B. SET YOUR GOAL - Choose one of your alternatives from above, based on your answers in the chart.

Take the Lead Project Sheet

Name ______________________ Project ______________ Date __________

Take the Lead Wish List
To start thinking about a project for *Take the Lead*, check your wishes on the following list.

I wish—
___ I could lead a group discussion.
___ I could teach others a specific skill.
___ I were ready to run for chapter office.
___ I could speak up and express my ideas.
___ I were comfortable speaking before groups.
___ I could prepare and deliver a successful speech.
___ I could organize and lead groups working on a project.
___ I could lead a group that is making a decision.
___ I could conduct a workshop.
___ I could help a group decide on policies.
___ I could chair a committee.
___ I felt ready to run for district, state or national office.
___ I could write news articles or press releases.
___ I could appear on radio or television.
___ I could stand up to peer pressure.

Identify your concern
My top concern is...

Set your goal
I hope to accomplish the following:

Form a plan
Summarize your plan below.

Who:

What

When:

Where:

How:

Resources: Attach a separate sheet listing **people, publications** and **community agencies** that can help you with your project.

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Take the Lead Project Sheet - 2

Proposed Project Checklist
Share this checklist with your adviser and/or evaluation team **before** starting your project.

Is the goal realistic for available time? ___yes ___no
Is it an in-depth project? ___yes ___no
Is the project related to the unit topic? ___yes ___no
Is the member assuming full responsibility for the project? ___yes ___no
Is the project plan complete and clearly stated? ___yes ___no
Will the project be the work of one individual? ___yes ___no
Are the planned activities meaningful and significant to the project? ___yes ___no

Answers to all questions should be "yes" for member to proceed.

Revisions suggested:

Adviser Signature ______________________ Date ____________

Act
Complete your project.

Follow up
To complete your project, answer the questions below.

What were the most successful parts of your project?

What would you change if you repeated the project?

Follow-up checklist (to be completed by adviser and/or evaluation team)

Did the student—
achieve the original goal? ___yes ___no
complete all planned activities? ___yes ___no
devote in-depth effort to the project? ___yes ___no
complete the project alone? ___yes ___no

Answers to all questions must be "yes" for approval of project.

Adviser Signature ______________________ Date ____________

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SECTION TWO

PERSONAL CHOICES

FOCUS STATEMENT: The selection of issues which comprise PERSONAL CHOICES represents the concerns or interests of younger students as they face the challenge of understanding themselves, the people around them, and managing their personal lives and resources. The concepts/topics related to each issue provide a unique and innovative way to approach the traditional home and family life concepts while focusing on the development of a student's thinking and problem solving skills.

ISSUES:

- How Can I Feel Good about Myself?
- How Can I Manage and Get Along at Home?
- How Can I Get Along with Others?
- How Do I Handle Change?
- How Can I Get and Spend Money?
- How Can I Improve My Health?
- How Do I Plan for My Future?

LEARNING PLAN

GRADE LEVEL/COURSE: Personal Choices
APPROXIMATE NUMBER OF DAYS: 6

ISSUE: **HOW CAN I FEEL GOOD ABOUT MYSELF?**
RELEVANT QUESTION: **HOW CAN I IMPROVE MY IMAGE?**
CONCEPT/TOPIC (Something To Think About): **A BETTER YOU (POWER OF ONE)**
SUGGESTED OBJECTIVE: **Assess personal strengths and plan for self-improvement**

LEADERSHIP SKILLS

_X_Critical thinking
___Creative thinking
___Group process
_X_Problem solving and decision making
___Communication
___Planning process
___Cooperative learning

INTEGRATED AREAS

___Nutrition
___Child Dev.
___Living Environ.
_X_Resource Mgt.
___Clothing/Textiles
_X_Relationships

RESOURCES (Something To Think With)

Teacher	*Student*
POWER OF ONE STEPS transparency	**POWER OF ONE Planning Process** worksheet
Certificate	**A Better You Project Sheet**
POWER OF ONE (see page 218)	

PROCESS/ACTIVITIES (Some Ways To Think)

DAY 1

- Explain POWER OF ONE - class projects for individuals, extended learning possibility and forms of recognition. May show module/unit pins and completion certificates.

- Have students fill out the module/unit **A Better You** concern wish/checklist and identify 2-3 items for possible projects.

- Go over the **POWER OF ONE STEPS.**

- Pass out and explain **The Planning Process** worksheet and the formation of a plan.

- Students fill out the **Planning Process** worksheet "Form A Plan" portion of **A Better You Project Sheet.**

- Teacher read over plans before class the next day and make comments.

DAY 2

- Show the following items from POWER OF ONE on the overhead: "Form a Plan" and "Follow Up". Explain measurement team meetings.

- Choose measurement/evaluation teams of one other student and one adult or parent monitor. Have students form groups of 2--they become the student part of the measurement team for each other. Have each pair choose an adult from faculty with planning during that class period, counselors, aides, administrators, secretaries, available parents, etc. (Some teachers prefer to form groups of 4, some have acted as the adult team member for every student in their class; some have had parents act as adult member.)

- Pass back planning sheets.

- Students make any needed revisions and turn in again.

- Any students who were absent for planning get caught up. Students work on other learnings.

DAY 3-5

- Contact faculty chosen and give sample forms. Schedule them for appropriate time (approximately 5 minutes per student) for a given date during class period.

- Develop a record keeping system for projects--use forms in POWER OF ONE, Appleworks data base, or note cards.

- Explain to students their responsibilities as measurement/evaluation team members.

DAY 6

- Briefly review measurement/evaluation team meeting procedure.

- During the class period, each team meets and reviews each project.

- Students work on class assignment during time not being evaluated.

- Students work on projects within the given time frame (four weeks works well).

- As due date approaches (3-4 day time period) contact faculty and give them a sample of the final evaluation form. Give them the date and time for their evaluations.

- Students fill out Follow up.

- Use class time for evaluations. Students work on class assignment during time not being evaluated.

- If using FHA/HERO recognition, make record of projects completed under paid members and non-paid members. Paid members may receive pins. Local design certificates may be made for all project completers.

Further Actions To Take (POWER OF ONE, Homework, Extended Learning, Community Service)

Recognition for project completed (ceremony, class meetings, banquet, etc.)

EVALUATION TECHNIQUES

Student completion of plan and Measurement Team/Follow up Checklist.

POWER OF ONE STEPS

Identify Concerns

Check wish list
Choose top concern

Set Your Goal

Write it down

Form a Plan

Create detailed plan
Meet with adviser and/or evaluation team

Act

Carry out activities

Follow Up

Complete follow-up questions
Meet with adviser and/or evaluation team
Apply for state and national recognition

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POWER OF ONE

Name ______________________

Period ___________ Date ___________

THE PLANNING PROCESS FOR PROBLEM SOLVING AND DECISION MAKING

A. IDENTIFY CONCERNS

1. Define the Problem - put it in the form of a question:

2. Brainstorm at least 6 possible solutions:
   a.
   b.
   c.
   d.
   e.
   f.

3. Think about the good and bad points of each solution. Cross off all but your 3 best choices in #2 above.

4. List your 3 choices in the chart below and answer the questions about each one.

	Choice 1	Choice 2	Choice 3
a. What are the advantages?			
b. What are the disadvantages?			
c. What would be my families opinion			
d. What would be my friends' opinion?			

	Choice 1	Choice 2	Choice 3
e. Is there money available for this?			
f. Is there time available for this?			
g. Does this fit with my personal values?			
h. Does this fit my life goals?			
i. How do I feel about this?			
j. What effect would this have on my family?			
k. What effect would this have on my peers?			
l. What effect would this have on my community and school?			
m. If everybody made this same choice, what would the effect be on each person?			

B. SET YOUR GOAL - Choose one of your alternatives from above based on your answers in the chart.

A Better You Project Sheet

Name ______________________ Project ______________ Date __________

A Better You Wish List

To start thinking about a project for *A Better You*, check your wishes on the following list.

I wish—

___ I could make friends more easily.
___ I were more involved with school activities.
___ I could finish my homework on time.
___ I didn't eat so much junk food.
___ I could lose some weight.
___ I were better at managing my money.
___ I could learn to ______ ___________.
___ I had a more positive attitude.
___ I could better organize my life.
___ I were more physically fit.
___ I didn't feel so stressed-out.
___ I could make better decisions about my wardrobe.
___ my family approved of my friends.
___ my grades were better.
___ I had better study habits.
___ people would give me more responsibility.
___ I were more helpful at home.
___ I were able to save money.
___ I made better use of my time.
___ I could say no to drinking, smoking or taking drugs.
___ I could help others better understand my physical handicap.
___ I could accept people the way they are.
___ I could find a special interest that is right for me.
___ I were better at sports.

Identify your concern

My top concern is...

Set your goal

I hope to accomplish the following:

Form a plan

Summarize your plan below.

Who:

What:

When:

Where:

How:

Resources: Attach a separate sheet listing **people, publications** and **community agencies** that can help you with your project.

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A Better You Project Sheet - 2

Proposed Project Checklist
Share this checklist with your adviser and/or evaluation team **before** starting your project.

Is the goal realistic for available time? ___yes ___no
Is it an in-depth project? ___yes ___no
Is the project related to the unit topic? ___yes ___no
Is the member assuming full responsibility for the project? ___yes ___no
Is the project plan complete and clearly stated? ___yes ___no
Will the project be the work of one individual? ___yes ___no
Are the planned activities meaningful and significant to the project? ___yes ___no

Answers to all questions should be "yes" for member to proceed.

Revisions suggested:

Adviser Signature ______________________ Date __________

Act
Complete your project.

Follow up
To complete your project, answer the questions below.

What were the most successful parts of your project?

What would you change if you repeated the project?

Follow-up checklist (to be completed by adviser and/or evaluation team)

Did the student—
achieve the original goal? ___yes ___no
complete all planned activities? ___yes ___no
devote in-depth effort to the project? ___yes ___no
complete the project alone? ___yes ___no

Answers to all questions must be "yes" for approval of project.

Adviser Signature ______________________ Date __________

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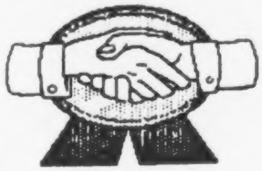
Certificate of Appreciation

FUTURE HOMEMAKERS OF AMERICA
POWER OF ONE - MEASUREMENT TEAM



FHA ADVISER & PRESIDENT

Certificate of

FUTURE HOMEMAKERS OF AMERICA
POWER OF ONE - A BETTER YOU

FHA ADVISER

LEARNING PLAN

GRADE LEVEL/COURSE: Personal Choices
APPROXIMATE NUMBER OF DAYS: 1

ISSUE: HOW CAN I MANAGE AND GET ALONG AT HOME?
RELEVANT QUESTION: WHY DO I HAVE TO HELP WITH CHORES?
CONCEPT/TOPIC (Something To Think About): CHORES
SUGGESTED OBJECTIVE: **Develop skills in scheduling and completing household chores.**

LEADERSHIP SKILLS

___Critical thinking
___Creative thinking
___Group process
_X_Problem solving and decision making
___Communication
_X_Planning process
___Cooperative learning

INTEGRATED AREAS

___Nutrition
___Child Dev.
_X_Living Environ.
_X_Resource Mgt.
___Clothing/Textiles
_X_Relationships

RESOURCES (Something To Think With)

Teacher	*Student*
	Cooperative Chores worksheet **The Planning Process for Family Chores** worksheet

---

PROCESS/ACTIVITIES (Some Ways To Think)

- Complete **Cooperative Chores** worksheet.
- In class label your corners of the room - "Children, Everyone, Mother, Father." Call out chores from the worksheet.
- Students move to the corner which represents who does the chore in their family.
- Facilitate discussion on why students are in each corner.
- Students evaluate their role in family and make plans on **Planning Process for Family Chores** sheet to take responsibility for their chores.
- Encourage students to plan when they will do this.

Further Actions To Take (POWER OF ONE, Homework, Extended Learning, Community Service)

Students follow plan for two weeks and return **Planning Process for Family Chores** with parent/guardian signature and evaluation.

EVALUATION TECHNIQUES

Completion of **The Planning Process for Family Chores**

Name____________________
Period__________________________
Date___________________________

COOPERATIVE CHORES

In the column provided, write down who does each chore in your family and how often it is done.

Chore	Who Does It?	How Often? (daily, weekly, occasionally, seasonally)
Wash dishes		
Mop floors		
Set table		
Clean cupboards		
Grocery shop		
Clean toilet		
Clean sink & tub		
Vacuum		
Dust		
Pick-up/put away		
Recycle		
Garbage		
Feed pets		
Make beds		
Laundry		
Iron clothes		
Mow lawn		
Pull weeds		
Wash car		
Garden		
Pay bills		

THE PLANNING PROCESS FOR FAMILY CHORES

Name____

Identify Concerns (Create a list of things that you can contribute to making chores easier at your home.)

1.
2.
3.
4.
5.

Set Your Goal (Pick a chore to complete.)

Form a Plan

Who:______________________
What:_____________________
When:_____________________
Where:____________________
How: (List in order how you are going to do the work)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Act Do Chore. . . . . . .Do Chore. . . . . Do Chore. . . . .

________yes, I did the chore as planned
________yes, I did the chore, but I did not do____________________
________no, I did not finish the chore as planned because__________

Follow up

Did I need to change my plan? ______Yes ______No
If your answer is yes, what will you do differently next time?_____
____
____
____

Do I pat myself on the back.....or try again?

____
Parent/guardian signature

LEARNING PLAN

GRADE LEVEL/COURSE: Personal Choices
APPROXIMATE NUMBER OF DAYS: 1-2

ISSUE: HOW CAN I GET ALONG WITH OTHERS?
RELEVANT QUESTION: HOW CAN I MAKE AND KEEP FRIENDS?
CONCEPT/TOPIC (Something To Think About): FRIENDSHIP
SUGGESTED OBJECTIVE: **Identify ways to develop and maintain friendships.**

LEADERSHIP SKILLS

___Critical thinking
_X_Creative thinking
___Group process
___Problem solving and decision making
_X_Communication
___Planning process
_X_Cooperative learning

INTEGRATED AREAS

___Nutrition
___Child Dev.
___Living Environ.
___Resource Mgt.
___Clothing/Textiles
_X_Relationships

RESOURCES (Something To Think With)

Teacher	*Student*
"Building Friendships," TEEN TIMES, Jan/Feb 1989. **Friend** sheet **(cut into letters)**	**Friendship Poll** **What Kind of Friend are You?**

PROCESS/ACTIVITIES (Some Ways To Think)

- Each student chooses a letter when entering classroom.

- Form groups with people having same letters.

- Identify adjectives that describe friendships that start with the letter drawn. Group selects the three they consider the most important.

- Write these three on the board.

- Evaluate self on characteristics of a good friend using **Friendship Poll**.

- Discuss personal characteristics that make for building friendships.

- Brainstorm activities groups and individuals can do to promote friendships.

- Re-evaluate with **What Kind of a Friend are You?**

Further Actions To Take (POWER OF ONE, Homework, Extended Learning, Community Service)

Plan and carry out a group and/or personal friendship-building activity.

EVALUATION TECHNIQUES

What Kind of a Friend are You? form completion.

F	R	I	E	N	D
F	R	I	E	N	D
F	R	I	E	N	D
F	R	I	E	N	D
F	R	I	E	N	D
F	R	I	E	N	D
F	R	I	E	N	D

Name ______________________
Period ______________________
Date ______________________

FRIENDSHIP POLL

Directions: Do you make and keep friends easily? Ask yourself each question and then check the appropriate column to the right.

	Yes	No	Sometimes
1. Are you usually cheerful?			
2. Are you a good listener?			
3. Do you always play fair?			
4. Do you enter into fun and games at parties or at school activities?			
5. Are you friendly to others?			
6. Do you compliment others when there is a reason for doing so?			
7. Are you interested in people?			
8. Are you tolerant and understanding of others' faults?			
9. Do you feel affection toward your friends instead of superiority or envy?			
10. Are you able to put yourself into another person's shoes and feel their successes and failures?			
11. Do you offer help in times of difficulty, and sympathy and understanding when needed?			
12. Do you always keep confidences?			
13. Do you try to prevent outbursts of anger?			
14. Do you always follow through on your promises?			
15. Do you think of considerate things to do for your friends?			

Building FRIENDSHIPS

Friendship. When most of us start talking about it, we get mushy. We think of hearts and flowers . . . long hours sharing our innermost feelings . . . lifelong pals who do only what we think is best.

The fact is, making and keeping friends takes work. Sure, there are plenty of rewards for your efforts—often some of the ones just mentioned. But building a true, lasting friendship takes time, patience and lots of give-and-take.

Here's a look at some how-to's of friendship.

Under Construction

Some of the biggest changes of your life will happen during your teen years as you grow from child to adult. You're changing physically, emotionally and socially—and so are your peers.

It's only natural your friends and friendships will change too. Your new interests and talents won't necessarily match those of your childhood friends. You might find you have more in common with someone in your favorite class or another FHA/HERO member. Take time to explore your own interests and meet different people.

Hard Hat Area

Friendships can get rough sometimes. When you care about someone, there are bound to be misunderstandings, differences of opinion and hurt feelings every once in a while. Real friends find ways to work through the difficulties.

Montana State President **Angela King**, a senior at **Twin Bridges High**, has been adapting to changes in the relationship with her best friend. They're both preparing to leave for college, and her friend now has a boyfriend. "We've started to break away from each other, and it hurts sometimes," says Angela. "But we realize things are going to change. I still count on her for encouragement, inspiration and honesty, but I also try to make new friends wherever I go."

Teen Times Jan/Feb '89 Future Homemakers of America

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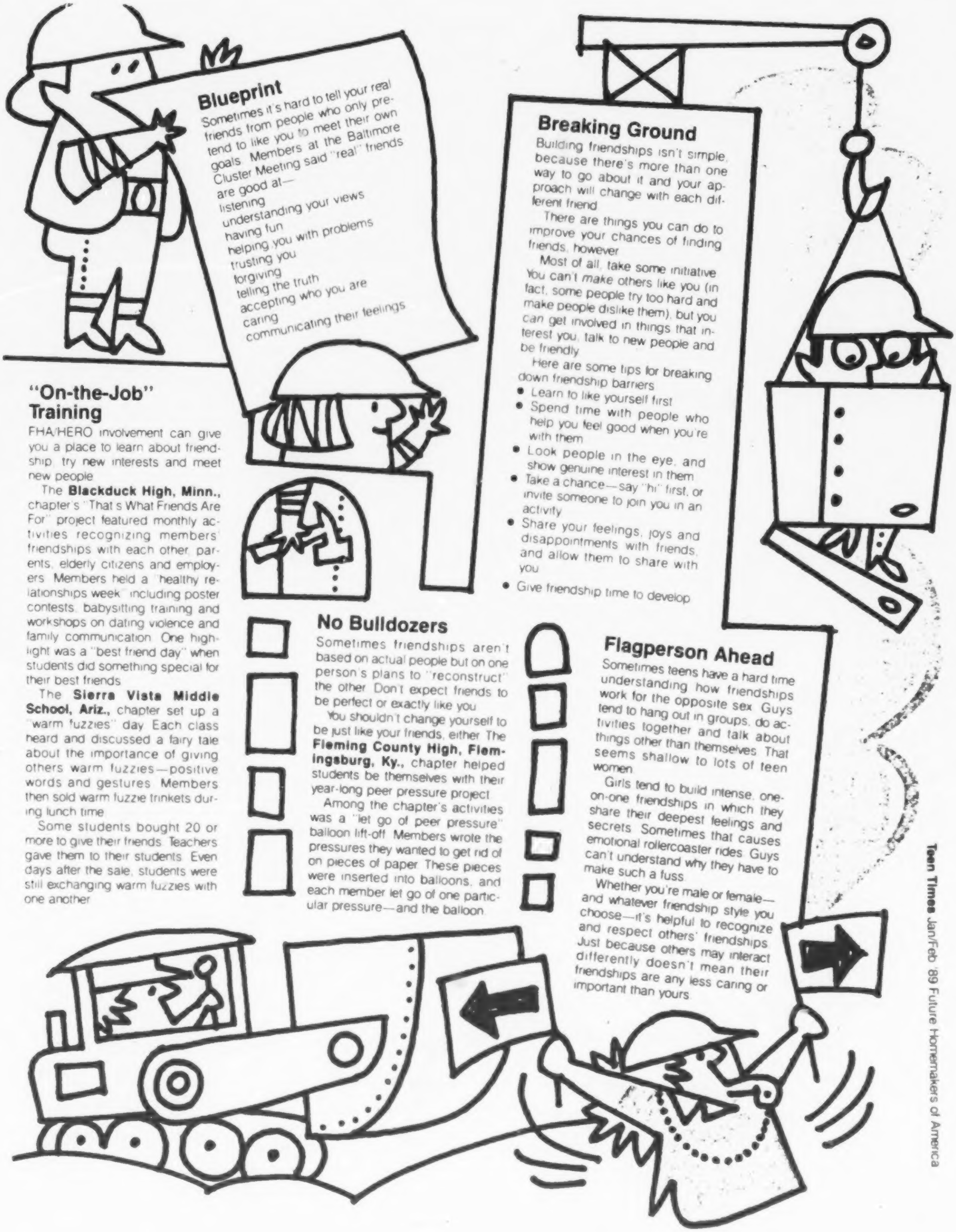

Blueprint

Sometimes it's hard to tell your real friends from people who only pretend to like you to meet their own goals. Members at the Baltimore Cluster Meeting said "real" friends are good at—

listening
understanding your views
having fun
helping you with problems
trusting you
forgiving
telling the truth
accepting who you are
caring
communicating their feelings

"On-the-Job" Training

FHA/HERO involvement can give you a place to learn about friendship, try new interests and meet new people.

The **Blackduck High, Minn.,** chapter's "That's What Friends Are For" project featured monthly activities recognizing members' friendships with each other, parents, elderly citizens and employers. Members held a "healthy relationships week" including poster contests, babysitting training and workshops on dating violence and family communication. One highlight was a "best friend day" when students did something special for their best friends.

The **Sierra Vista Middle School, Ariz.,** chapter set up a "warm fuzzies" day. Each class heard and discussed a fairy tale about the importance of giving others warm fuzzies—positive words and gestures. Members then sold warm fuzzie trinkets during lunch time.

Some students bought 20 or more to give their friends. Teachers gave them to their students. Even days after the sale, students were still exchanging warm fuzzies with one another.

Breaking Ground

Building friendships isn't simple, because there's more than one way to go about it and your approach will change with each different friend.

There are things you can do to improve your chances of finding friends, however.

Most of all, take some initiative. You can't *make* others like you (in fact, some people try too hard and make people dislike them), but you can get involved in things that interest you, talk to new people and be friendly.

Here are some tips for breaking down friendship barriers:

- Learn to like yourself first.
- Spend time with people who help you feel good when you're with them.
- Look people in the eye, and show genuine interest in them.
- Take a chance—say "hi" first, or invite someone to join you in an activity.
- Share your feelings, joys and disappointments with friends, and allow them to share with you.
- Give friendship time to develop.

No Bulldozers

Sometimes friendships aren't based on actual people but on one person's plans to "reconstruct" the other. Don't expect friends to be perfect or exactly like you.

You shouldn't change yourself to be just like your friends, either. The **Fleming County High, Flemingsburg, Ky.,** chapter helped students be themselves with their year-long peer pressure project.

Among the chapter's activities was a "let go of peer pressure" balloon lift-off. Members wrote the pressures they wanted to get rid of on pieces of paper. These pieces were inserted into balloons, and each member let go of one particular pressure—and the balloon.

Flagperson Ahead

Sometimes teens have a hard time understanding how friendships work for the opposite sex. Guys tend to hang out in groups, do activities together and talk about things other than themselves. That seems shallow to lots of teen women.

Girls tend to build intense, one-on-one friendships in which they share their deepest feelings and secrets. Sometimes that causes emotional rollercoaster rides. Guys can't understand why they have to make such a fuss.

Whether you're male or female—and whatever friendship style you choose—it's helpful to recognize and respect others' friendships. Just because others may interact differently doesn't mean their friendships are any less caring or important than yours.

Teen Times Jan/Feb '89 Future Homemakers of America

Name ______________________
Date ______________________
Period ____________________

WHAT KIND OF A FRIEND ARE YOU?

Having a good self-concept helps you form friendships. List below some of the good qualities you have to offer in a friendship.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

Knowing how to get along with others is important in making and keeping friends. List below some ways you show your friends that you care about them.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

Most people have a lot in common with their friends. Think of a friend and list below some of the interests, hobbies, values, that you and your friend share.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

A person has confided in you that they feel friendless.
Explain what you would say or do in response.

____
____
____
____
____

LEARNING PLAN

GRADE LEVEL/COURSE: Personal Choices
APPROXIMATE NUMBER OF DAYS: 2-3

ISSUE: HOW DO I HANDLE CHANGE
RELEVANT QUESTION: WHAT DO I DO WHEN A CRISIS OCCURS?
CONCEPT/TOPIC (Something To Think About): STRESS
SUGGESTED OBJECTIVE: **Identify personal stress symptoms and manage personally stressful situations and events.**

LEADERSHIP SKILLS

___Critical thinking
___Creative thinking
___Group process
___Problem solving and decision making
___Communication
_X_Planning process
___Cooperative learning

INTEGRATED AREAS

_X_Nutrition
___Child Dev.
___Living Environ.
_X_Resource Mgt.
___Clothing/Textiles
_X_Relationships

RESOURCES (Something To Think With)

Teacher

Student

Stressful Situations worksheet
"Dealing with Stress" On the Level Video Series (available from local ESD's or tape off PBS)
Ways to Cope with Stress
Choices magazine, 11/89 or 3/86
Families Under Stress Life Event Scale
Self-Concept worksheet
Stress Profile
Stress Savvy
My Personal Stress Symptoms
The Planning Process - Stress
"Stress and the Young Adult", computer program for Apple IIE from Career Aids.

PROCESS/ACTIVITIES (Some Ways To Think)

•Define stressful feelings, stress/stressful situations, and coping.

•Brainstorm feelings students have when under stress.
cooperative group, list stressful situations using **Stressful Situations** worksheet. Share ideas with another co-op.

•View/discuss video "Dealing with Stress" from On the Level public television series and/or read articles from **Choices** magazine, 11/89 or 3/86.

•Discuss **Ways to Cope with Stress** in relation to responses on worksheet.

•In co-op groups or as a class discuss:
Why do different people cope with their stressful feelings in different ways?
If you have a coping behavior you don't like, what can you do?
How can you better use your positive behaviors?
When is it okay to feel bad? sad? frustrated? lonely?
What might happen if you ignored your feelings?
How are the standards different for boys and girls, adults and kids, in regard to who is allowed to feel bad?
How are drugs used in coping with stressful feelings?
Why do some people use drugs for coping rather than other behaviors?

Complete one or more of the following and use as a basis for developing a stress reduction plan:
Self-Concept worksheet
Stress Profile
Stress Savvy
My Personal Stress Symptoms
Work through computer program, "Stress and the Young Adult."

•Each student complete **The Planning Process - Stress.**

•After a week, discuss progress with a class member or co-op group.

Further Actions To Take (POWER OF ONE, Homework, Extended Learning, Community Service)

Complete a POWER OF ONE module related to stress.
Make a plan with family for coping with stress in the family.
Students create a chapter/page for a class coping booklet focusing on ways to cope with various emotions. Booklet may be completed during class or may be a homework assignment (teacher's discretion). Ideas could include interviewing different different people, library research, art materials, etc.

EVALUATION TECHNIQUES

Review of stress check sheets and **The Planning Process - Stress**.

Name ______________________
Date ______________________
Period ______________________

STRESSFUL SITUATIONS

Stressful situations that make me sad:

1. ______________________
2. ______________________
3. ______________________

Stressful situations that make me angry!

1. ______________________
2. ______________________
3. ______________________

Stressful situations that make me feel left out and lonely:

1. ______________________
2. ______________________
3. ______________________

Other stressful situations that make me feel______?_____

1. ______________________
2. ______________________
3. ______________________

WAYS TO COPE WITH STRESS
(and avoid distress)

Seek work or tasks that:

a. you are capable of doing.
b. you really enjoy doing.
c. other people appreciate.

Work off through aerobic activity such as walking, running, tennis, etc.

Talk out your worries with someone you like and trust.

Learn to accept what you can't change.

Avoid self-medication (including aspirin and alcohol).

Get enough sleep and rest.

Balance work and recreation.

Do something for others.

Take one thing at a time.

Give in once in a while.

Get involved--don't sit alone and get more frustrated.

Do anything creative that you really enjoy.

Imagine doing something that you love to do.

Name ____________________
Date ____________________
Period ____________________

FAMILIES UNDER STRESS

LIFE EVENT SCALE

With the pace of life today, one thing that touches all of us is change. We move frequently; we change jobs; we hurry all day long. Families send children off to college, move, taxes are raised, we lose old friends and make new ones.

All these events--good and bad--exact a penalty in the form of stress. Depending on how much stress you encounter, this tool was developed by psychologists to help predict (and perhaps prevent) physical problems that can result from too much change--and stress in your life.

Think of what has happened to you in the past year as you read through the test. Jot down the point values for these events in the column at the right, then add up your score. If your total for the year is under 150, you probably won't have any adverse reaction. A score of 150-199 indicates a "mild" problem, with a 37 percent chance you'll feel the impact of stress with physical symptoms. From 200 to 299, you qualify as having a "moderate" problem with 51 percent chance of experiencing a change in your health. A score of over 300 could really threaten your well-being. Repeat the procedure for events that are likely to happen in the next 12 months.

LIFE CHANGE UNIT VALUES

Junior High School Age Group

Directions: Circle the stress units for events which you have encountered in the last 12 months.

Rank	Life Event	Stress Units
1	Unwed pregnancy	95
2	Death of a parent	94
3	Divorce of parents	84
4	Acquiring a visible deformity	83
5	Marital separation of parents	77
6	Jail sentence of parent for one year or more	76
7	Fathering an unwed pregnancy	76
8	Death of a brother or sister	71
9	Having a visible congenital deformity	70
10	Discovery of being an adopted child	70
11	Becoming involved with drugs or alcohol	70
12	Change in acceptance by peers	68
13	Death of a close friend	65
14	Marriage of parent to stepparent	63
15	Failure of a grade in school	62
16	Pregnancy in unwed teenage sister	60
17	Serious illness requiring hospitalization	59
18	Beginning to date	55
19	Suspension from school	54
20	Serious illness requiring hospitalization of parent	54
21	Move to a new school district	52
22	Jail sentence of parent for 30 days or less	50
23	Birth of a brother or sister	50
24	Not making an extracurricular activity he/she wanted	49
25	Loss of job by parent	48
26	Increase in number of arguments between parents	48
27	Breaking up with a boyfriend or girlfriend	47
28	Increase in number of arguments with parents	46
29	Beginning junior high school	45
30	Outstanding personal achievement	45
31	Serious illness requiring hospitalization of brother or sister.	44
32	Change in father's occupation requiring increased absence from home	42
33	Change in parents' financial status	40
34	Mother beginning to work	36
35	Death of a grandparent	36
36	Addition of third adult to family (i.e., grandparent, etc.)	34
37	Brother or sister leaving home	33
38	Decrease in number of arguments between parents	29
39	Decrease in number of arguments with parents	29
40	Becoming a full fledged member of a church	28

My Total Stress Units ____________

Adapted from "The Significance of Life Events As Etiologic Facts in the Diseases of Children." Coddington, R. Dean, Journal of Psychosomatic Research, Vol. 16, pp. 7 to 18, Pergamon Press, 1972.

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SELF-CONCEPT

Choose the alternative that best summarizes how you generally behave and place your answer in the space provided. Answer with:

(a) Almost always true
(b) Often true
(c) Seldom true
(d) Almost never true

_____ 1. When I face a difficult task, I try my best and will usually succeed.
_____ 2. I am at ease when around members of the opposite sex.
_____ 3. I feel that I have a lot going for me.
_____ 4. I have a very high degree of confidence in my own abilities.
_____ 5. I prefer to be in control of my own life as opposed to having someone else make decisions for me.
_____ 6. I am comfortable and at ease around my superiors.
_____ 7. I am often overly self-conscious or shy when among strangers.
_____ 8. Whenever something goes wrong, I tend to blame myself.
_____ 9. When I don't succeed, I tend to let it depress me more than I should.
_____10. I often feel that I am beyond helping.

Scoring: Questions 1 - 6: a=1; b=2; c=3; d=4
Questions 7 - 10: a=4, b=3; c=2; d=1

_____ Total Self-Concept Score

If you scored 10 to 19 points, you tend to have a strong self-concept. Over 26 points indicates you may need a boost up on the scale. A wide range of studies indicate that feelings of helplessness and hopelessness increase the severity of stress.

STRESS PROFILE

Behaviors

Place your answer to each of the following questions in the space provided before each number. Answer with:

(a) Almost always true
(b) Often true
(c) Seldom true
(d) Almost never true

_____ 1. I hate to wait in lines.
_____ 2. I often find myself "racing" against the clock to save time.
_____ 3. I become upset if I think something is taking too long.
_____ 4. When under pressure I tend to lose my temper.
_____ 5. My friends tell me I tend to get irritated easily.
_____ 6. I seldom like to do anything unless I can make it competitive.
_____ 7. When something needs to be done, I am the first to begin even though the details may still need to be worked out.
_____ 8. When I make a mistake it is usually because I've rushed into something without giving it enough thought and planning.
_____ 9. Whenever possible, I try to do two things at once, like eating while working or planning while driving or bathing.
_____10. I find myself feeling guilty when I am not actively working on something.

Scoring: a - 4; b = 3; c = 2; d = 1

_____ Total Behavior score.

A total score of 26 or above indicates you tend toward this lifestyle. Studies show that such traits may put you at risk of heart attacks and other stress-related disorders. THESE BEHAVIORS, HOWEVER, CAN BE UNLEARNED!

STRESS SAVVY

Circle the number that applies to you	Almost Always	Sometimes	Almost Never
Exercise/Fitness			
1. I maintain a desired weight avoiding overweight and underweight.	3	1	0
2. I do vigorous exercise for 15-30 minutes at least three times a week (running, swimming, brisk walking).	3	1	0
3. I do exercises that enhance my muscle tone for 15-30 minutes at least three times a week (aerobics, jazzercise, calisthenics).	3	1	0
4. I use part of my leisure time to participate in individual, family, or team activities that increase my level of fitness (bowling, golf, baseball, tennis, bicycling).	3	1	0

Total Fitness Score ________________________

A score of 6 or better indicates a likely benefit from exercise.

Do you also pay attention to nutrition? A sound nutritional strategy is part of any battle plan against stress.

1. I eat a variety of foods each day, such as fruits and vegetables, whole grain breads and cereals, lean meats, dairy products, dry peas and beans, and nuts and seeds.	4	1	0
2. I limit the amount of fat I eat (including the fat in meats, eggs, butter, cream, shortenings).	2	1	0
3. I limit the amount of salt I eat by cooking with only small amounts, not adding salt at the table and avoiding salty snacks (chips, pretzels).	2	1	0
4. I avoid eating too much sugar (especially frequent snacks of sticky candy or soft drinks).	2	1	0

Total Nutrition Score ________________________

A score of 6 or better on this test is an indication of sensible eating habits.

from WEA Workshop on Wellness, done by Judy Youngquist

MY PERSONAL STRESS SYMPTOMS

When I feel under a lot of stress and pressure, which of the following responses do I notice? Place a check before those items which apply and occur frequently or regularly. Place an X before those that occur only occasionally.

______Crying

______Depression

______Increased smoking

______Restlessness, fidgeting

______Feeling exhausted/fatigued

______Drug/alcohol misuse

______Dry mouth/throat

______Grinding teeth

______Nail biting

______Back tightens up/aches

______Heartburn

______Withdrawal from people

______Aggression

______Boredom

______Sleep or go to bed to escape

______Headaches

______Dizziness

______Face feels hot, flushed

______Loss of appetite

______Neck/shoulders tighten up/ache

______Heart beats faster

______Hands and/or feet feel cold or sweaty

______Stomach upset/nausea

______Cramps

______Increased urination/defecation

______Diarrhea

______Legs get shaky or tighten up

______Tapping fingers/feet

______Can't concentrate

______Inability to sleep

From WEA Workshop on Wellness, done by Judy Youngquist

Name ______________________
Period ______________________
Date ______________________

THE PLANNING PROCESS - STRESS

Select one situation which causes you stress from your profile and check sheets. Complete the following plan.

DEFINE CONCERN

Define the stress situation; develop alternative solutions; consider advantages and disadvantages of each.

SET A GOAL

Turn the problem into a goal.

MAKE A PLAN

List the steps for reaching your goal.

ACT

Carry out your plans!

EVALUATE

After a while consider - - has the stressful feeling disappeared? If the pressure continues, consider another alternative.

LEARNING PLAN

GRADE LEVEL/COURSE: Personal Choices
APPROXIMATE NUMBER OF DAYS: 3-5

ISSUE: **HOW CAN I GET AND SPEND MONEY?**
RELEVANT QUESTION: **WHAT CAN I DO TO EARN SOME MONEY?**
CONCEPT/TOPIC (Something To Think About): **EMPLOYMENT**
SUGGESTED OBJECTIVE: **Identify possible part-time and summer jobs.**

LEADERSHIP SKILLS

___Critical thinking
___Creative thinking
___Group process
_X_Problem solving and decision making
___Communication
_X_Planning process
___Cooperative learning

INTEGRATED AREAS

___Nutrition
_X_Child Dev.
___Living Environ.
_X_Resource Mgt.
___Clothing/Textiles
_X_Relationships

RESOURCES (Something To Think With)

Teacher

Optional guest speaker from JTPA or Department of Labor and Industries.
Job application

Student

Work Laws for Minors and/or Youth Employment pamphlets available free from Department of Labor and Industries or JTPA local offices.
Skills Checklist

PROCESS/ACTIVITIES (Some Ways To Think)

•Brainstorm questions dealing with youth employment- legal pay, conditions, skills, training.

•Present information on state laws pertaining to youth employment through a guest speaker and/or pamphlet from Dept. of Labor and Industries or JTPA.

•Complete **Skills Checklist**.

•Relate the skills listed on the **Skills Checklist** to stage of development and importance of getting along with others.

•Brainstorm jobs young people can legally and capably do. In small groups research these jobs through newspaper classified ads and phone calls to local businesses. Each group report on their findings.

•Fill out a job application for a job based on **Skills Checklist** and laws.

Further Actions To Take (POWER OF ONE, Homework, Extended Learning, Community Service)

Produce a Resume (can use Apple IIE software, "Selling Yourself in 30 seconds: The Resume," from Orange Juice Software.)
Participate in STAR Events- "Job Interview."
Complete a POWER OF ONE "Working on Working" module/unit.
Practice job interview techniques through use of "Going in to Win: The Interview" computer software (for Apple IIE) from Orange Juice Software.

EVALUATION TECHNIQUES

Complete a job application

SKILLS CHECKLIST

Leadership skills are vital for getting ahead on the job. Your past experiences in jobs, volunteer positions, organizations and school have helped you develop some skills.

As you explore and prepare for a career, you need to round out those skills with others.

On the list below, put a "+" by the skills you feel are your strengths. Place an "o" by those needing improvement. Then brainstorm with others ideas for building your leadership skills on the job.

Interpersonal Skills

______getting along with many kinds of people
______assertiveness (not aggressiveness)
______negotiation/compromise
______helping others resolve conflicts
______confidence
______accepting my own and others' faults
______caring
______politeness
______respecting others' work, privacy, values
______honesty
______sharing my life, thoughts, feelings
______tactfulness

Managerial Skills

______goal setting/choosing priorities
______good time management
______praising when appropriate
______offering constructive criticism and suggestions
______identifying and building on others' strengths
______self-discipline
______reliability
______inspiring teamwork
______flexibility
______assuming responsibility
______accepting criticism with a positive attitude
______balancing personal, school and work life

Communication Skills

______expressing ideas one-on-one
______speaking to small groups
______speaking to large groups
______filling out forms correctly
______writing effective business letters
______writing clear complete reports
______good listening habits
______providing feedback
______learning about needs and interests of audience
______making business phone calls

Entrepreneurial Skills

______self-confidence
______energy and determination
______resourcefulness
______leadership
______knowledge of business
______flexibility
______foresight
______initiative
______need to achieve
______creativity
______positive attitude
______profit orientation

Skills that need the most improvement:

Ways to improve these skills:

What is a specific job that is currently available and for which you are qualified?

Name of job:______

Employer:______

Pay:______

Location:______

Explain how you would use your leadership skills on this job:

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LEARNING PLAN

GRADE LEVEL/COURSE: Personal Choices
APPROXIMATE NUMBER OF DAYS: 5-10

ISSUE: HOW CAN I IMPROVE MY HEALTH?
RELEVANT QUESTION: HOW DO I KNOW IF NUTRITION INFORMATION IS RELIABLE?
CONCEPT/TOPIC (Something To Think About): NUTRITION CONTROVERSIES
SUGGESTED OBJECTIVE: **Locate and present factual and reliable nutrition information.**

LEADERSHIP SKILLS

_X_ Critical thinking
_X_ Creative thinking
___ Group process
_X_ Problem solving and decision making
___ Communication
_X_ Planning process
___ Cooperative learning

INTEGRATED AREAS

_X_ Nutrition
___ Child Dev.
___ Living Environ.
_X_ Resource Mgt.
___ Clothing/Textiles
___ Relationships

RESOURCES (Something To Think With)

Teacher	***Student***
How Popular Magazines Rate on Nutrition survey STAR EVENTS MANUAL (see page 218)	**Judging Nutrition Information** checklist Nutrition articles for each co-op group **Illustrated Talk** assignment and rating sheet.

PROCESS/ACTIVITIES (Some Ways To Think)

•In each co-op group have students check reliability of two different nutrition articles using the **Judging Nutrition Information** checklist.

•Compare the results in class.

•Using the techniques from the above checklist, complete an "Illustrated Talk" on a nutrition controversy. Topic is individual choice or as a team of two.

•Each student evaluates at least two other "Illustrated Talks" using rating sheet to evaluate.

Further Actions To Take (POWER OF ONE, Homework, Extended Learning, Community Service)

Participate in FHA/HERO Regional STAR Event "Illustrated Talk."

EVALUATION TECHNIQUES

Illustrated Talk rating sheet.

HOW POPULAR MAGAZINES RATE ON NUTRITION

ACSH Rates Nutrition Coverage in 19 Major Magazines

Magazine	Circulation	Nutrition Articles Reviewed Accurate	Inaccurate	Total	Percent Accurate
GENERALLY RELIABLE					
50 Plus	180,000	14	0	14	100
Parents	1,500,000	30	1	31	97
Redbook	4,200,000	28	1	29	97
Reader's Digest	18,000,000	20	1	21	95
Good Housekeeping	5,400,000	37	3	40	93
INCONSISTENT:					
Glamour	1,800,000	41	10	51	80
Vogue	1,100,000	19	5	24	79
Woman's Day	7,500,000	35	12	47	74
Ms.	490,000	8	3	11	73
Seventeen	1,500,000	15	6	21	71
Family Circle	7,400,000	24	17	41	59
McCall's	6,300,000	17	13	30	57
Ladies Home Journal	5,400,000	14	14	28	50
UNRELIABLE:					
Mademoiselle	920,000	17	20	37	46
Essence	600,000	10	17	27	37
Cosmopolitan	2,800,000	14	24	38	37
Harper's Bazaar	630,000	12	29	41	29
Organic Gardening	1,300,000	2	6	8	25
Prevention	2,000,000	3	28	31	10

JUDGING NUTRITION INFORMATION

The human body grows, is maintained, and functions through the nutrients which are in the foods we eat. Many guidelines, books, and pamphlets, as well as health food stores, health spas, and nutrition-related programs are constantly being advertised. Much nutrition information is available to us, but not all of it is the appropriate nutrition information. Nutrition quackery and food fads are a booming business. Unfortunately many people are wasting money and time, and possibly doing harm to themselves through useless gimmicks, fads, and misinformation.

Many people are confused by all of the nutrition information they receive. It is difficult for anyone who has not had training or education in nutrition to judge the reliability and validity of nutrition information. In judging nutrition-related information READ, VIEW, or LISTEN to your source and CHECK THE PHRASES which describe it. The following guidelines will help you in deciding whether the information is reliable.

BEWARE IF THE AUTHOR, ARTICLE, BOOK, FILM, PROGRAM, OR ADVERTISEMENT...

_____appeals to emotion through fear, is vague, general.

_____criticizes federal regulatory agencies.

_____recommends self-diagnosis.

_____claims that a food, brand-name product, specific nutrient, or diet will cure such conditions as cancer, diabetes, arthritis, fatigue, or allergy. Lists symptoms (some of which are common to all people) which are said to be cured by a particular food, product, or diet. Promotes or sells products or diet as a "cure-all."

_____uses testimonials and hearsay evidence to back claims, uses claims like "doctors say...," claims are contrary to scientific research and lack carefully controlled studies to provide new evidence.

_____recommends elimination of a food group or a type of nutrient (such as carbohydrates) from the diet for the purpose of weight reduction or as a cure.

_____recommends doses of vitamins/minerals greater than the Recommended Dietary Allowances (RDAs).

JUDGING NUTRITIONAL INFORMATION (continued)

LOOK FOR THESE POSITIVE CHARACTERISTICS...

_____uses a logical, unemotional approach.

_____uses federal agency, university, and related studies to make a point.

_____recommends seeing a doctor rather than self-diagnosis.

_____makes no "cure-all" or "miracle" claims for a food, brand-name product, specific nutrient, or diet for diseases or conditions not proven medically to have easy cures.

_____supported by research studies which are available to the public in libraries, especially studies reported in professional journals.

_____recommends a well-balanced diet (including all four food groups) but in reduced amounts, in addition to exercise, for purposes of weight reduction.

_____recommends only vitamin doses in line with Recommended Daily Allowances (RDAs) except for certain conditions (such as pregnancy, serious illness, or under a doctor's supervision).

Presented at a FHA/HERO State Peer Education Training Workshop in Illinois.

ILLUSTRATED TALK ASSIGNMENT

An illustrated talk is a speech presentation using props such as charts, posters, pictures, real objects, or media. It is not a factual lecture or "how to" demonstration. It should present all sides of an issue. The intent is to present views on an issue in home and family life and how FHA/HERO class members might address an issue through planning and action.

Criteria for Evaluation

Presenters will be evaluated on:

- knowledge of the subject matter and issues presented.
- the visual aids used in the presentation.
- the effectiveness of the presentation.
- an evaluation packet prepared for the teacher.

A sample score sheet is attached.

Guidelines

1. The illustrated talk should be 5-10 minutes long, using visual aids. It must address issues of concern to the student, reflecting current social or economic concerns and ones that can be addressed by FHA/HERO class members.

2. It must be chosen from one of the issues related to the Home and Family Life Education class.

3. The presentation should discuss the issue, state how the issue is related to individual, family life, or the community and give suggestions for how and why FHA/HERO members could address the issue through class activities.

4. Factual lectures and "how to" demonstrations do not qualify as illustrated talks.

5. Notes may be used during the presentation and appropriate attire for a public presentation should be worn.

6. The information packet will include: a title page with the presenter's name and topic, an outline of the presentation, and a bibliography of references used. A minimum of three (publications/books) is acceptable.

7. The presentation and the information packet must be the work of the student.

8. The teacher and other students will ask questions to clarify any points and determine knowledge of subject matter.

STAR Events
Illustrated Talk Rating Sheet

Name of participant ______________________________ State __________

Title of talk ______________________________

Category ☐ Junior ☐ Senior Consumer Homemaking ☐ Senior Occupational

Instructions: Write in the appropriate rating under the "Score" column. Where information or evidence is missing, assign a "0". Total the points. Make comments to help participants identify their strengths and weaknesses.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
1. Content of Talk							
Introduction	1	2	3	4	5		
Relationship of issue to individual, family life or occupational preparation	1-2	3-4	5-6	7-8	9-10		
Subject knowledge	1-4	5-7	8-13	14-17	18-20		
Methods FHA/HERO members can use to address issue	1-2	3-4	5-6	7-8	9-10		
Summary	1	2	3	4	5		
2. Presentation Style							
Voice: pitch/tempo/volume	1-2	3-4	5-6	7-8	9-10		
Gestures/mannerisms/eye contact	1-2	3-4	5-6	7-8	9-10		
Grammar/pronunciation	1-2	3-4	5-6	7-8	9-10		
3. Visual Aids							
Visibility to audience	1	2	3	4	5		
Effective and educational	1	2	3	4	5		
Complementary and suitable	1	2	3	4	5		
4. Information Packet							
Quality of content	1	2	3	4	5		
5. Point Deductions							
Reason for deduction						-	

Total __________

Circle rating achieved:

3 STAR 90-100 points

2 STAR 70-89 points

1 STAR 1-69 points

Verification of total score (please initial)

Room consultant __________

Lead consultant __________

Final verification __________

Evaluators: Please initial after rating event __________

BEST COPY AVAILABLE

LEARNING PLAN

GRADE LEVEL/COURSE: Personal Choices
APPROXIMATE NUMBER OF DAYS: 3-4

ISSUE: **HOW DO I PLAN FOR MY FUTURE?**
RELEVANT QUESTION: **HOW CAN MY FAMILY BE HAPPY?**
CONCEPT/TOPIC (Something To Think About): **HEALTHY FAMILY CHARACTERISTICS**
SUGGESTED OBJECTIVE: **Analyze characteristics of a healthy family and apply to own family.**

LEADERSHIP SKILLS

_X_ Critical thinking
___ Creative thinking
___ Group process
_X_ Problem solving and decision making
___ Communication
_X_ Planning process
_X_ Cooperative learning

INTEGRATED AREAS

_X_ Nutrition
___ Child Dev.
_X_ Living Environ.
___ Resource Mgt.
_X_ Clothing/Textiles
_X_ Relationships

RESOURCES (Something To Think With)

Teacher

Healthy Families
Characteristics of Happy, Successful Families

Student

Family Attitudes worksheet
Video tape of 2 TV shows dealing with families, one from 50s or 60s and one current.
Families through Media's Eye worksheet

PROCESS/ACTIVITIES (Some Ways To Think)

- Each student draws a picture to describe their family in 3 stages:

How It Used To Be`	How It Is Now	How You'd Like It To Be

- Write a list of "What I want from my family."
- Each student share one item from their list.
- Teacher records responses on overhead. Form a composite definition of "healthy family."
- Each student completes **Family Attitudes** worksheet. In a cooperative group, discuss whether the individual "Family Attitude" worksheets fit the class definition of a healthy family.
- Watch a TV show dealing with families from the 50s or 60s, i.e. Donna Reed, My Three Sons, Leave It To Beaver. Fill out the **Families through Media's Eye** worksheet. Discuss as a class.
- View a current TV show dealing with families, i.e. Cosby Show, Family Ties. Again fill out **Families through Media's Eye** worksheet. Through class discussion, compare the current show to previously viewed one.
- Guide discussion on student's perception of their family from drawings, the class definition of a healthy family, and the media's portrayal of family to see if, and how, they interrelate.
- Student will select a "Healthy Family" characteristic to identify in writing and make a commitment to practice this healthy family behavior for a two week period. Keep a daily journal of progress.

Further Actions To Take (POWER OF ONE, Homework, Extended Learning, Community Service)

Complete "Family Ties"- POWER OF ONE module and/or "Family Communications"- STAR Event
Explore how families have changed and characteristics of a healthy family are influenced by housing, clothing and food habits.

EVALUATION TECHNIQUES

Student journal. Student participation in class and group discussion.

HEALTHY FAMILIES

A healthy family is one in which members support, trust, and enjoy each other. They are pleasant, positive units where members turn for comfort, regeneration and growth thus emerging with confidence, respect for others, and energy for positive living.

CHARACTERISTICS OF HEALTHY FAMILIES:

I. **Commitment** - dedicated to supporting each other. ("We will survive" - say out loud.)
   a. Unity of family is a top priority - say and live it.
   b. Members each feel worthwhile and secure.
   c. Bonding is important - the members make a decision - no matter what happens "we will be together."
   d. Sexual Fidelity - husband and wife value the family unit and its integrity. "I love you and I will be faithful."
   e Family is valued above work and individual pursuit.
   f. Family has shared spoken goals.
   g. Valued traditions and rituals provide identity and continuity.

2 **Appreciation**
   a. "Thank You" is shown and expressed daily.
   b. Appreciation is expressed to each member daily.
   c. Love is expressed by words, notes, deeds, flowers.
   d. Members who are given appreciation have increased self-esteem and are more pleasant.
   e. Members talk about each other with pride.
   f. Family focuses on what they have, not on what they do not have.
   g. Children are encouraged to say "Thank You" early.
   h. Appreciation with praise - without zingers.
   i. Ridicule or name calling is absent.

3 **Communication**
   a. Time is spent conversing with good communication skills (the average family spends 17 minutes a week in good communication).
   b. Meaningful talk with each family member (example: bedtime).
   c. Family meetings.
   d. Small talk is important as it develops communication skills. Then you can talk about big things.
   e. Informal signals (eyebrow language) signals are clear to each other.
   f. Avoid labeling, ridiculing and silent treatment.
   g. Communication is honest and kind - not brutal and hostile.
   h. Mealtimes can be important communication times.
   i. Communication rituals - hugs, touching.

4. **Time Together**
   - a. Large amounts of quality time together.
   - b. Plan family times.
   - c. Shared meals - TV "off."
   - d. TV time, discussion of the program.

5. **Spiritual Wellness**
   - a. Sense of greater power in life to give each person strength and purpose.
   - b. Faith
   - c. Sense of ethics
   - d. Sense of unity with all things
   - e. Concern for others
   - f. Organized religion
   - g. Gives members a broader perspective.

6. **Coping Abilities**
   - a. Able to view crisis as an opportunity to grow.
   - b. Evolve·and teach a variety of methods for dealing with sensitive issues.
     1. Focus on the positive in any event.
     2. No matter how bad - it could be worse and glad it isn't.
     3. We are survivors not just victims.
     4. Families unite in crisis.
     5. Seek help from others when needed.
     6. Try to keep things in perspective (big/little).
     7. Have humor, learn to laugh.
     8. Use appropriate stress management techniques.
     9. Short-circuit worry, it is not helpful or productive.
     10. Take time out to rest and have fun.
     11. Have pets. They give unconditional love.

Summary: Healthy families find a balance between tolerance/assertion, and find win/win solutions. Solve, survive, endure any problem, - it will make us stronger; anger without violence, disagree without dislike.

Families can be taught to be healthy. They can learn to be healthy if they want to be.

Ref. Secrets of Strong Families, Stirrett & Defraire
Traits of Healthy Family, Curras
(This information is research based 80% U.S.A. and 20% other countries)

CHARACTERISTICS OF HAPPY, SUCCESSFUL FAMILIES

Successful families:

1. Recognize and respect one another's uniqueness and enjoy each other.
2. Meet each others' needs as often as they can (emotional).
3. Provide basic physical needs (food, shelter, clothing).
4. Members are aware of common past and committed to common future.
5. Have learned to communicate with each other.
6. Members and family are strengthened through shared hardships and give each other strength in time of trouble.
7. Share their happiness with each other and others outside the family.
8. Prize their traditions (formal and informal rituals).
9. Respect the older generation and encourage the younger generations to value family continuity.
10. Are considerate of each others' needs for privacy.
11. Proud of each other.
12. Share a common set of values.
13. Find time to have fun with each other.
14. Flexible, able to solve problems together.

Name____________________

FAMILY ATTITUDES

1. What is the main purpose of a family?

2. What is the most important thing parents can give their children?

3. How do you perceive the role of females in a family?

4. How do you perceive the male role in a family?

5. Why is the divorce rate increasing?

6. How has modern technology changed the family?

7. What is the biggest problem families face?

8. How are you different from your parents?

9. In what ways can important family decisions be made?

10. If you had a spouse and/or children of your own, what would you like your family to be like?

11. When you become an adult, what kind of a family would you like to have?

Name____________________

FAMILIES THROUGH MEDIA'S EYE

1. Name of program.
2. What year was the program made?
3. What type of family is shown?
4. Record responsibilities of family members.

   Mother____

   Father____

   Children____

   Other____

5. What conflict, problem or crisis is the family facing? Describe it.
6. What was done to resolve the problem?
7. Was the problem solved effectively?
8. How might your family solve the problem?
9. Are any values being illustrated about personal or family life?
10. How was this similar to your own family?
11. In what ways does this differ from your own family life?
12. Does the show create stereotypes about family life?
13. Is family life shown realistically?
14. What does the program imply about families?

SECTION THREE

BALANCING WORK AND FAMILY

FOCUS STATEMENT: The issues and related concepts/topics of BALANCING WORK AND FAMILY integrate the essential concepts of managing a home and family while recognizing the unique diversity of individual and family values and goals, as well as the cultural, ethnic and religious backgrounds which impact decisions and choices.

ISSUES:

- How Do I Lead a Healthy and Balanced Life?
- How Do I Have Successful, Satisfying Relationships?
- How Do I Get it all Together?
- How Can I Impact My Community?
- How Do I Manage Stress?
- How Can I Be a Good Parent?
- How Do I Cope with Crisis?
- How Do I Prepare for My Future?

LEARNING PLAN

GRADE LEVEL/COURSE: Balancing Work and Family
APPROXIMATE NUMBER OF DAYS: 3-6

ISSUE: **HOW DO I LEAD A HEALTHY AND BALANCED LIFE?**
RELEVANT QUESTION: **HOW IS A FAMILY AFFECTED BY CHEMICAL USE?**
CONCEPT/TOPIC (Something To Think About): **CHEMICAL DEPENDENCY**
SUGGESTED OBJECTIVE: **Recognize the impact of chemical usage on the family and family member roles..**

LEADERSHIP SKILLS

☒ Critical thinking
☐ Creative thinking
☐ Group process
☐ Problem solving and decision making
☐ Communication
☐ Planning process
☒ Cooperative learning

INTEGRATED AREAS

☐ Nutrition
☒ Child Dev.
☐ Living Environ.
☐ Resource Mgt.
☐ Clothing/Textiles
☒ Relationships

RESOURCES (Something To Think With)

Teacher

Family Stages Video: "Under the Influence," "Shattered Spirits," or any other film regarding a chemical dependent family member.
Chemical Dependency in the Family, Family Roles, Effects on the Family.
Speaker from Alateen, Alanon, or Adult Children of Alcoholics (ACOA)

Student

Family Roles worksheet
Effects on the Family worksheet

PROCESS/ACTIVITIES (Some Ways To Think)

•View selected film or video.

•In cooperative learning groups, complete **Family Roles** worksheet in relation to film/video.

•Group reports conclusions to class.

•In small groups students review **Effects on the Family** using the worksheet. Together identify examples of each effect.

•Group reports findings to class.

•Optional - speaker on how families are affected by chemical dependency.

Further Actions To Take (POWER OF ONE, Homework, Extended Learning, Community Service)

Interview adult child of an alcoholic to determine effect of alcoholism on the individual and family.

Research the community for names and phone numbers of agencies which help individuals and families deal with alcohol and other substance abuse. Attend an open meeting of AA.

EVALUATION TECHNIQUES

Worksheets in co-op groups.
Group reports.

CHEMICAL DEPENDENCY IN THE FAMILY

FAMILY ROLES

Within this framework, family members, particularly children, develop certain roles which enable them to survive. Some of these roles are:

1. Enabler Enablers assume responsibility for protecting the chemically dependent person and the other family members from the harmful consequences of the addiction. Enabler behavior includes lying about work or school absenteeism, covering financial debts, and making excuses for inappropriate actions.

2. Family Hero Family heroes assume responsibility for providing the family with self-worth. They often take on the role of family counselor and are usually high achievers. Family heroes strive to be A students, participate in extracurricular activities, and appear to be extremely independent. Their feelings of low self-worth, fear, and loneliness conflict with their apparently successful behaviors.

3. Family Scapegoat Family scapegoats cannot compete with family heroes, so they try to get attention by becoming troublemakers. The family then often directs its hostilities toward the family scapegoat, thus diverting the attention away from the real problem of chemical dependence. Family scapegoats soon become estranged from their families, develop strong peer group attachments, and often become chemically dependent themselves.

4. Lost Child Lost children try to escape the family's crisis by withdrawing. This withdrawal is often characterized by a retreat into a fantasy world of books or television. Family members appreciate the lost child, who doesn't cause any trouble; thus, they reinforce the behavior. Lost children often become emotionally attached to a material possession that they can trust will always be there.

5. Family Mascot Family mascots use humor and clowning to attract attention and also to distract the family from their problems. Family mascots can be hyperactive and become accustomed to being the center of attention. When this attention is not forthcoming, they usually feel an extreme loss of self-worth.

These roles are often assumed throughout life, as long as survival is maintained. Children having grown up with a chemically dependent family member may end up interacting with their peers, and then their own children, in patterns similar to those in their former home life. The person usually requires outside help to break the pattern.

CHEMICAL DEPENDENCY IN THE FAMILY

FAMILY STAGES

When a family member becomes a victim of alcoholism or another drug addiction, the rest of the family tends to react in predictable ways. They may move through any or all of the following stages:

Stage 1: Denial Family members deny there is a problem; nonetheless, they try to hide the problem from themselves and others. The family feels embarrassed and becomes concerned with its reputation. Family members accept the chemically dependent person's excuses for excessive drug behavior and make excuses themselves. Relationships in the family become strained, and members try to create the "perfect family" illusion.

Stage 2: Home Treatment Everyone tries to control the chemically dependent person's drug use, in a variety of ways -- eliminating the supply of drugs, nagging, or threatening. The family becomes socially isolated, and members feel themselves to blame. Low self-worth mounts as they fail to control the dependent family member.

Stage 3: Chaos and Disorganization A crisis occurs as a direct result of the dependent person's use of drugs, and the disease can no longer be denied or hidden. The family feels helpless, children become confused and frightened, family violence may occur, financial difficulties become pressing, and the family may seek outside help -- with a desire for a "magic solution."

Stage 4: Reorganization The family attempts to reorganize by easing the dependent person out of her/his family role and responsibilities. The dependent person is either ignored or treated like a child, and other family members remain torn with conflicting emotions -- love, fear, guilt, anger, shame, and resentment.

FAMILY ROLES WORKSHEET

For each role, identify the family member and give examples of their behavior.

1. Enabler

2. Family Hero

3. Family Scapegoat

4. Lost Child

5. Family Mascot

EFFECTS OF SUBSTANCE ABUSE ON THE FAMILY

Give examples of each from the film:

1. Suspicion

2. Insecurity

3. Guilt

4. Fear

5. Disappointment

6. Isolation

7. Embarrassment

8. Resentment

EFFECTS OF THE CHEMICAL DEPENDENCY ON THE FAMILY

The way chemically dependent persons think and behave is not only harmful to themselves, it is also harmful to their family members individually, as well as to the family as a whole. The emotional upset caused by their behavior makes everybody miserable and creates an unhealthy climate that strains the relationships which hold the family together.

Suspicion

Family members are often suspicious of the chemically dependent person's actions, leading to frequent accusations and conflicts over whether or not he/she has been using. This chronic suspicion drives everyone crazy.

Insecurity

A chemically dependent person becomes neglectful of their domestic duties and of the emotional needs of their family members. Also, using puts their jobs and financial security at risk. All this causes family members to feel insecure.

Guilt

Family members blame themselves for the using. They start believing that their own shortcomings are driving the person to use, and that everything would be fine if they could just be better people.

Fear

Family members fear the unpredictable consequences of the chemical use -- the mood shifts, irritability, anger, sometimes even violence. They also fear that matters will get worse and that the family unit will disintegrate.

Disappointment

Family members are constantly being disappointed by broken promises and unfulfilled expectations. This is because chemical users are frequently unable to live up to their commitments and obligations.

Isolation

Family members become isolated from one another by the unwritten rule against discussing "the problem." Each is forced to find his/her own ways of coping with the pain, and normal family communications break down.

Embarrassment

Embarrassment often causes family members to avoid attending events where chemical use is likely to occur and to avoid bringing people into the house. It also prevents them from going outside the family to seek help.

Resentment

As the chemical dependency places more and more unfair demands on the family, members become angry and resentful. This puts a strain on their relationships and threatens to destroy the unity of the family.

LEARNING PLAN

GRADE LEVEL/COURSE: Balancing Work and Family
APPROXIMATE NUMBER OF DAYS: 2 - 3

ISSUE: HOW DO I HAVE SUCCESSFUL, SATISFYING RELATIONSHIPS?
RELEVANT QUESTION: WHY DO MANY COUPLES FIGHT?
CONCEPT/TOPIC (Something To Think About): DATING VIOLENCE
SUGGESTED OBJECTIVE: **Identify potentially abusive relationships. Analyze early intervention strategies.**

LEADERSHIP SKILLS

X Critical thinking
___ Creative thinking
___ Group process
X Problem solving and decision making
___ Communication
___ Planning process
X Cooperative learning

INTEGRATED AREAS

___ Nutrition
___ Child Dev.
___ Living Environ.
___ Resource Mgt.
___ Clothing/Textiles
X Relationships

RESOURCES (Something To Think With)

Teacher

Dating Violence

Student

How Do We Express Emotion?
Identifying a Potentially Violent Relationship, study sheet
A Guide for Improving Your Relationship.

PROCESS/ACTIVITIES (Some Ways To Think)

- Students respond to **How Do We Express Emotion?** Share in groups. Students compile a list of ways people deal with anger. Groups share with class.

- In groups students will develop guidelines for improving the relationship. Share with class. (Teacher may need to add to the information using handout.)

- Teacher asks the students to complete the following:
  "I learned..." "I was surprised..." "I am aware..." "I noticed..." "I realize..."

- Each student may share one finished statement with the class.

- In groups of 4 or 5, students will identify common areas of conflict in dating. Groups will share responses with the class. (Teacher will add to the list if students omitted any.)

- Students individually complete **Identifying a Potentially Violent Relationship** and share in groups (this may be difficult for some, teacher preparation and guidance of groups is essential).

- Teacher will share the information on dating violence, including an overview of dating violence, and ask co-op groups to apply **A Guide For Improving Your Relationship.**

Further Actions To Take (POWER OF ONE, Homework, Extended Learning, Community Service)

Volunteer at a crisis clinic.
Complete a bulletin board on violent relationships.
Discuss topic of dating violence with family.
Use process of identifying potentially violent relationship to assist a friend.

EVALUATION TECHNIQUES

Assess cooperative groups' interaction, support.
Assess shared statements for insight, understanding and reflective thinking.

DATING VIOLENCE

INTRODUCTION

The nature of a dating relationship or courtship contributes to stress, feelings of insecurity, personal vulnerability, and the possibility for conflict. Physical and verbal abuse are often used as a means of expressing anger and relieving stress. This violent behavior can destroy a relationship, or even worse, keep increasing in severity if the relationship continues.

VOCABULARY

Abuse - mistreatment or physical and/or verbal injury.
Aggression - forceful, attacking action that may be physical or verbal.
Anger - the emotion directed toward something or someone that hurts, opposes, offends, or annoys.
Dating Violence - occurrence of verbal or physical violence between partners in a casual or dating relationship.
Jealousy - envy; resentment; fear that a loved person may prefer someone else.
Victim - a person who is injured or taken advantage of.

NATURE AND EXTENT OF DATING VIOLENCE

Until recently it had been assumed that violence only occurred after marriage. However, in 1981, research was published that reported students on a college campus had experienced violence in their dating relationships. Since then, further studies have been conducted including one by Dr. Carol Siegelman, Carol Jordon-Berry, and Katherine Wiles at Eastern Kentucky University. This research shows that violence occurs in dating relationships of college and high school students. The statistics show a range from 25-50 percent of casual dating relationships experience violence.

What is Dating Violence? Dating violence is the physical or verbal abuse between partners in a casual or serious dating relationship. Physical abuse includes:

- pushing and shoving
- slapping, hitting, and kicking
- hitting with an object
- threatening with a gun or knife
- using a gun or knife
- forcing sexual relations
- other forms of physical violence

Verbal abuse is consistent, intentional destruction of the partner's self-esteem through harassment such as:

- name calling
- threatening
- giving "put downs"

PROFILE OF THE VICTIM

The victim of dating violence may be male or female. Generally, however, due to the physical size and strength of males, if the violent relationship continues the female will be the victim. Abusers and victims come from all income , race, religious, and educational levels.

PROFILE OF THE ABUSER

The abuser(s) can be either party or both parties involved in a dating situation. **Identifying a Potentially Violent Relationship** will help you recognize if either you or your partner is a potential abuser.

AREAS OF CONFLICT

Violence in dating occurs most frequently during an argument. Three topics are most often the subjects of arguments: jealousy, alcohol, and sex. Young couples hit out of anger. Violence occurs when an individual has not learned positive ways to handle anger. Often an individual in a violent relationship has experienced violence before--witnessing abuse between parents or being physically abused as a child. The abuser has learned violence as a way to handle anger.

Most often the topic of argument is jealousy. Mild or occasional jealousy expresses a positive emotion and is complimentary. In violent relationships, however, its form is extreme, and the result is mistrust, possessiveness, attempts by the jealous partner to control the mate, and arguments which may lead to violence.

The overuse or abuse of alcohol is often a topic for argument. Most frequently, violence in these relationships take the physical form of slapping, with pushing and shoving also being common. Verbal abuse will be name calling, blaming, and giving "put-downs." Alcohol does not cause people to be violent,but, for people who are already prone to violence, it decreases their inhibitions and increases the likelihood that violence will occur at that time. Alcohol also serves as an excuse. The next day one can say, "I never would have done it if I had not been drunk."

The extent of and/or the frequency of intimacy in a relationship is also a topic for argument. These arguments often happen in conjunction with the use of alcohol and/or other drugs. This type of violence can and does, many times, lead to date rape.

DEALING WITH ANGER

Everyone gets angry. It is a normal, healthy emotion. If, however, you cannot control your anger or what you do with anger, it can lead to violence. Human beings have the intelligence to control their own responses to situations that are not within their control. The behavior of others is something a person cannot control.

How can one control anger? Basically, there are three ways:

- Stuff it
- Escalate it
- Direct it

"Stuffers" usually begin with an I message and follow it with thoughts which reflect low self-esteem.

Example: "I am not angry or uptight."
"I really messed up this time."

A person who "stuffs" the anger usually becomes withdrawn or depressed but eventually he/she can no longer smother the emotion and will EXPLODE. Stuffing is NOT an effective method of handling anger.

"Escalators" begin their sentences with you. They blame and they call names.

Example: "You made me angry."
"Why did you do that?"
"It's all your fault."

Escalators tend to blow up and their anger can ultimately turn into violence. Escalating is NOT an effective method of handling anger.

"Directors" use sentences that begin with I feel ... or I would like...

Example: "I feel angry when you pick me up late for our date."
"I would like to wait until we leave the restaurant or talk in a softer voice."

"Directing it" IS an effective method of dealing with anger. You are taking the responsibility for your own feeling. This response is the beginning of dealing with your own behavior.

PREVENTING DATING VIOLENCE

Good communication is the key to preventing dating violence. It serves to increase one's understanding of ideas and feelings. Understanding does not necessarily mean agreement. When disagreements occur the goal is to change or solve the problem situation without violence. Try fighting fair:

- Describe the problem behavior. Do not attack the person.
- Describe how the problem affects you--your feelings.
- Do not destroy things, especially things that are meaningful to the other person.
- Do not argue while using drugs or alcohol.

Adapted from: Consumer and Homemaking Curriculum. Human Development Supplement: Prevention of Family Violence Series. Jefferson County Public Schools and the Kentucky Department of Education, 1985.

IDENTIFYING A POTENTIALLY VIOLENT RELATIONSHIP

Directions: In the space on the left, place a check mark by all characteristics that apply to you. In the space on the right, place a check mark by all characteristics that apply to your dating partners.

YOU	CHARACTERISTICS	YOUR DATE
	1. Was physically or sexually abused as a child.	
	2. Has witnessed violence between own parents.	
	3. Has parents who were abused by their parents.	
	4. Uses alcohol or drugs excessively.	
	5. One or more parent uses alcohol or drugs excessively.	
	6. Displays violence against others.	
	7. Deals with anger in a violent way.	
	8. Displays an unusual amount of jealousy toward others.	
	9. Displays unusual amounts of jealousy when you are not together.	
	10. Expects to spend all free time with your partner.	
	11. Has rigid stereotypes of male/female role expectations.	
	12. Expects to be kept informed of the other's whereabouts.	
	13. Displays an unusual amount of possessiveness.	
	14. Displays behaviors of name-calling, screaming, or ridiculing the other person.	
	15. Becomes particularly angry when one does not not take advice the other gives.	
	16. Feels afraid when partner becomes angry.	
	17. Not making your partner angry has become an important part of your behavior.	

Tally the number of check marks for yourself and for your date.

A potentially violent person who may become abusive in a dating relationship is described by the above 15 statements. How many of them apply to you? How many apply to the person or persons you date?

BEWARE if your relationship seems to run in a cycle: tension builds, something explodes, and then things go very well for a period of time until tension begins to build again. If you find this to describe your situation, you are involved in a potentially violent relationship.

Adapted from: Consumer and Homemaking Curriculum. Human Development Supplement: Prevention of Family Violence Series. Jefferson County Public Schools and the Kentucky Department of Education, 1985.

HOW DO WE EXPRESS EMOTION?

Each of the ten questions below has been assigned a positive or negative number of points. As you ask the questions, have the students keep a running total, adding or subtracting points if they have done the respective behavior, or zero points if they have not.

When all the questions have been asked and students have totalled their points, have them raise hands as you ask who scored negative points, zero points, 1 point, 2 points, etc. (Be sure to announce that a student may choose to refrain from raising a hand.) Also, announce that the intention of the exercise is not to discuss whether it is good or bad to score any certain number of points, but to begin to think about the ways all of us express our emotions. (It also serves as a good warm-up exercise and gets students actively involved in the presentation.)

POINTS	HAVE YOU EVER...
+ 2	1. Sat down and calmly discussed your angry feelings with someone?
- 1	2. Thrown something when you were angry?
+ 2	3. Cried when you felt sad?
- 1	4. Chewed your nails when you felt nervous?
+ 3	5. Said to someone, "What you just did really hurts my feelings"?
- 3	6. Hit someone during an argument?
- 1	7. Laughed when you were not supposed to, such as during class or in church?
+ 2	8. Said "I love you" to someone?
- 2	9. Said something you later regretted saying during an argument?
+ 2	10. Said "I am sorry" first after an argument?

•Written by Carol Jordon-Berry, Lexington YWCA Spouse Abuse Center, 1985.

Reprinted from: Consumer and Homemaking Curriculum, Human Development Supplement: Prevention of Family Violence Series. Jefferson County Public Schools and the Kentucky Department of Education, 1985.

A GUIDE FOR IMPROVING YOUR RELATIONSHIP

Self-Development

1. Develop inner resources and strengths. Build self-confidence by making decisions for yourself. Be involved in situations and circumstances which result in independent thinking, decision making, and the building of self-esteem. Take positive action to enhance self-concept: take a trip alone, develop a hobby or special interest that is uniquely yours. Get to know yourself by spending time with yourself, by yourself. LEARN TO LOVE YOURSELF!

2. Strengthen communication skills and assertiveness techniques. Learn to ask for what you need. Learn to say no without feeling guilty. Learn to express yourself clearly, and honestly. Assertiveness training is offered through local colleges and universities; books on the subject are available at local bookstores and libraries.

3. Learn to be independent. Create your own plan for your life. Develop career and personal goals. Achieve a sense of independence whether you are in a relationship or not. Statistically, most women will live part of their lives alone, through being single, divorced, separated, or widowed.

4. Develop a good support system of friends and/or family.

5. Educate yourself about women's issues and women's rights. Read; get involved in local women's programs and organizations.

Relationship Considerations

1. Do not get married for the wrong reasons. These include: fear of loneliness, a feeling that you are incomplete without a spouse, avoiding an unhappy home life, financial dependency, concern that you will be labeled an "old maid," the need to "save" the other person, or the attitude that "a man will take care of me for the rest of my life."

2. Be yourself. If you find it difficult to be yourself with your future spouse, examine the relationship carefully.

3. Get to know your future spouse. Learn how he/she relates to women/men in general, how he/she relates to his/her family and friends, and how he/she deals with frustration and anger. Find out about past relationships.

4. Communicate your goals, needs, beliefs, and personal philosophies before marriage. Be clear on such issues as children and finances.

5. Trust your gut-level feelings about the person you plan to marry. Natural doubts about marriage are normal; deeply felt concerns about the person signal problems.

LEARNING PLAN

GRADE LEVEL/COURSE: Balancing Work and Family
APPROXIMATE NUMBER OF DAYS: 2 - 3

ISSUE: HOW DO I GET IT ALL TOGETHER?
RELEVANT QUESTION: HOW DO I KNOW MY ROLE?
CONCEPT/TOPIC (Something To Think About): LIFE CYCLE ROLES
SUGGESTED OBJECTIVE: **Comprehend the roles, responsibilities and expectations which change through various stages of the life cycle.**

LEADERSHIP SKILLS

_X_ Critical thinking
___ Creative thinking
___ Group process
___ Problem solving and decision making
_X_ Communication
___ Planning process
_X_ Cooperative learning

INTEGRATED AREAS

___ Nutrition
_X_ Child Dev.
_X_ Living Environ.
_X_ Resource Mgt.
___ Clothing/Textiles
_X_ Relationships

RESOURCES (Something To Think With)

Teacher

Lifestyle transparency
List of persons to interview
Career and Family Life Cycle transparency

Student

Career and Family Life Cycle handout
My Roles Throughout the Life Cycle
Work/Family Responsibilities Interview.

PROCESS/ACTIVITIES (Some Ways To Think)

- Small groups define role, lifestyle, agree on definition.

- List, compare and contrast expected behaviors in various roles (family member, student). In your role of ______what behaviors are expected? Are these behaviors same or different? Why? Do you play any more roles in your present lifestyle? What roles will you play in the future that you don't have to now? Use **My Roles Throughout the Life Cycle** and consider roles at each age.

- Report, examine, compare and contrast responsibilities of roles through life cycle. Write on board. Then ask, "Which of these roles are typically associated with work? Which are typically associated with personal/family life? Students may recognize that roles such as friend, worker, volunteer, and club/organization members may be associated with roles at work and at home. Students, while they are assuming the role of an employee, may still be a parent, spouse or family member.

- Ask students to share their role choices for age 65. Help them to understand that there may be some roles that they no longer play or some new roles that they did not formerly have. Students save the worksheet. Conclusion may be that a variety of roles will be assumed during the life cycle. Some of these roles will overlap and some will begin and end throughout life.

- Students interview one or two persons outside of class using the **Work/Family Responsibilities** interview. Divide class into groups according to the type of person they interviewed. Share the results of interviews and identify common or similar responsibilities for the people interviewed. Groups will identify 5 or more common responsibilities and create columns on the board for each type of person and their responsibilities.

- Discuss each stage of the life cycle and its various responsibilities related to work and family life by asking questions like, "How are some of these responsibilities to self, family, and work similar throughout the life cycle? Does age have any influence on these responsibilities? Does the balance of work-related responsibilities and family-related responsibilities change during particular stages of the life cycle?

Further Actions To Take (POWER OF ONE, Homework, Extended Learning, Community Service)

Work/Family Responsibilities interview. Pick from list of types of persons. Complete interview and form.

EVALUATION TECHNIQUES

Completion of interview.
Participation in activities.

LIFESTYLE

LIFESTYLE	the typical way of life for an individual, group, or culture; a way of life that reflects the attitudes and values of a person.
Examples:	single person, married person with no children, communal living, dual-earner marriage, traditional marriage.

ROLE

ROLE	a set of behaviors which are encouraged and expected of an individual in a given social position at a given time.

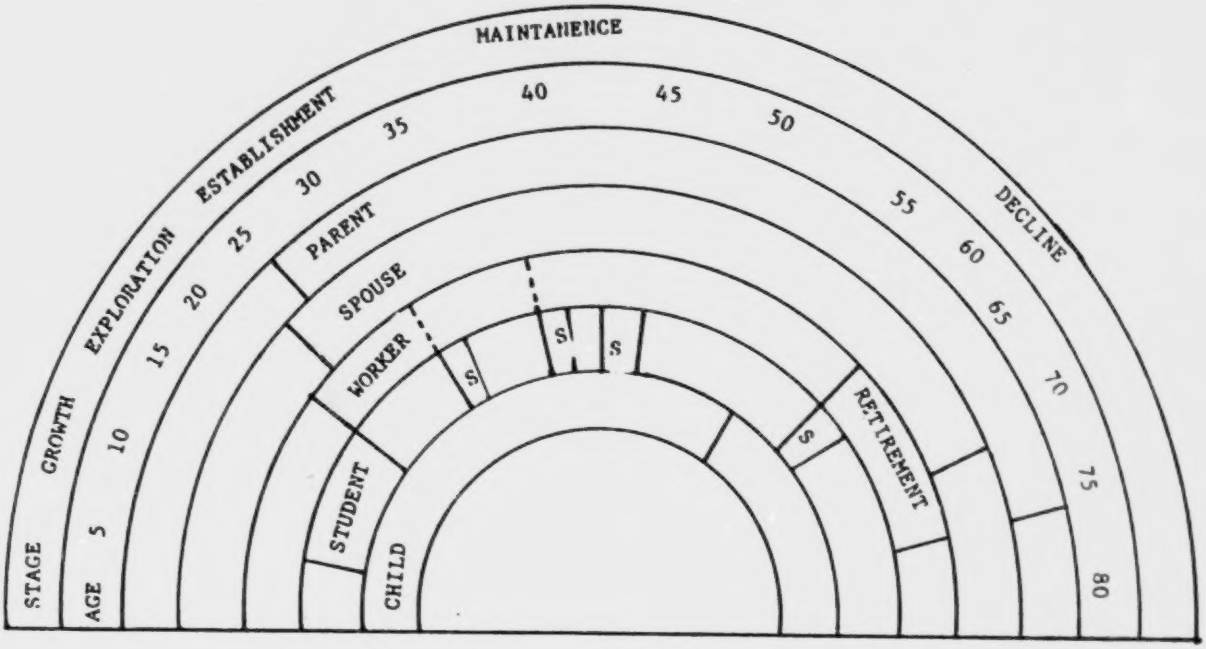
- Webster's Dictionary 9th Edition

TRANSPARENCY

MY ROLES THROUGHOUT THE LIFE CYCLE

18 25 35 45 55 65 75+

CAREER AND FAMILY LIFE CYCLE


STAGE
GROWTH
EXPLORATION
ESTABLISHMENT
MAINTANENCE
DECLINE
AGE
5
10
15
20
25
30
35
40
45
50
55
60
65
70
75
80
PARENT
SPOUSE
WORKER
STUDENT
CHILD
S
S
S
S
S
RETIREMENT

Adapted from Super, D. E. (1980). A life-span approach to career development. Journal of Vocational Behavior, vol.16, pp.282-296.

TRANSPARENCY

TYPES OF PERSONS TO BE INTERVIEWED
(or may be invited to class for a panel)

1. Retired person who is married.
2. Single parent (mother or father).
3. Parent in dual career/earner family with preschool children.
4. Parent in dual career/earner family with school age children.
5. Young single professional.
6. Remarried adult with children.
7. Married person with no children.

WORK/FAMILY RESPONSIBILITIES INTERVIEW

Name____

Type of person interviewed______________________________

1. What is your age and sex?

2. Describe what you do in a typical day.

3. Which responsibilities are work-related and which are personal or family related?

4. Do you often have time in the day just for yourself?

5. How many others count on you each day? Who are they and what do they count on you for?

LEARNING PLAN

GRADE LEVEL/COURSE: Balancing Work and Family
APPROXIMATE NUMBER OF DAYS: 2 +

ISSUE: **HOW CAN I IMPACT MY COMMUNITY?**
RELEVANT QUESTION: **HOW DO WE GET THINGS DONE IN GROUP MEETINGS?**
CONCEPT/TOPIC (Something To Think About): **PARLIAMENTARY PROCEDURE**
SUGGESTED OBJECTIVE: **Participate in and conduct successful, orderly meetings, using parliamentary procedure.**

LEADERSHIP SKILLS:

_X_ Critical Thinking
_X_ Creative Thinking
___Problem Solving/Decision Making
___Group Process
_X_ Communication

INTEGRATED AREAS

___Nutrition
___Child Dev.
___Living Environ.
_X_ Resource Mgt.
___Clothing/Textiles
_X_ Relationships

RESOURCES (Something To Think With)

Teacher	***Student***
Simplified Parliamentary Procedures.	**Checklist for Effective Meetings**
"Parliamentary Procedures in Action" from Educational Filmstrips and Video, Huntsville, Texas.	
Slips designating roles students will play. (President's slip will include agenda items.)	
Parliamentary procedure transparencies (4)	

PROCESS/ACTIVITIES (Some Ways To Think)

- Short presentation on parliamentary procedure (use film strip and/or transparencies).

- Have student randomly choose a slip of paper which assigns a role to play as a member of a meeting.

- Students prepare for their roles in the meeting using any available resources. (Each meeting should have at least 8-12 members including: president, vice president, secretary, treasurer, chairs for standing committees, i.e., membership, finance, recreation, and one member to evaluate the procedure.)

- Students conduct the practice meeting and complete check list for effective meetings.

- Class meets as a whole to discuss problems and challenges experienced.

How does this procedure work in getting business done?
What are the problems? How can these be reduced? How do you feel about everyone's chance to express his/her concern during the meeting? How could this procedure be adapted to family or less formal meetings?

- If time permits, class members exchange role slips and repeat the above procedure. Conclude the class with a review using transparencies of parliamentary procedure.

Further Actions To Take (POWER OF ONE, Homework, Extended Learning, Community Service)

Attend a community meeting to observe parliamentary procedure in action.
Use procedures to elect officers and plan FHA/HERO activities in and out of class.

EVALUATION TECHNIQUES

Meeting role play and checklist discussion.

SIMPLIFIED PARLIAMENTARY PROCEDURE

Parliamentary Courtesies

1. Be punctual for chapter meetings.
2. Address the president as "Madam/Mister Chair" or "Madam/Mister President."
3. Stand when addressing the president, as in making a committee report, making a motion or discussing a question before the chapter.
4. Sit down promptly when finished talking.
5. Do not speak during the business meeting except when addressing the chair and then only after having been properly recognized.
6. Never talk or whisper to another member during the meeting.
7. Confine discussion to the question before the group.
8. Never stand to get recognition from the president when another member has the floor.
9. Willingly accept the decision of the majority.

Order of Business

1. Call to order. The president calls the meeting to order after determining a quorum is present. The president taps the gavel and says, "The meeting will come to order."
2. Opening Ceremonies. Opening ceremonies may be used by the organization. Roll call, if customary, is held at this time.
3. Reading of the Minutes. The president asks the secretary to read the minutes. Following the reading, the president asks, "Are there any corrections to the minutes?" The president responds, "The minutes are approved as read" or "as corrected."
4. Officer Reports. Treasurer gives a financial statement. The president responds, "The report will be placed on file." Secretary reads correspondence received. If correspondence requires action, it will be acted on under "New Business."
5. Reports of Standing Committees. Standing committees are called on for reports in the order they are listed in the bylaws. Motions arising out of these reports should be handled immediately.
6. Reports of Special Committees. Any special committees which are to report should be called on in the order in which they are appointed.
7. Unfinished Business. When the minutes show that the decision on some item of business was postponed to the present meeting or that a question from a previous meeting is pending, it should be listed on the agenda under unfinished business. The chair should not ask, "Is there any unfinished business?" but simply proceed through the items listed. An idea discussed informally at the previous meeting, agreed to be brought up at the next meeting, should be included under new business.
8. New Business. After unfinished business is taken care of the chair asks, "Is there any new business?" At this point members may introduce new items of business. As long as members are claiming the floor to introduce business, the chair may not deprive them of their rights by hurrying through the proceedings.
9. Announcements. When all new business has been handled and no member wishes to bring further items to the group for consideration, the chair proceeds to announcements. However, urgent announcements may be made to the chair at any point during the meeting.
10. Program. The program is usually presented before the meeting is adjourned since the groups may want to take action as a result of the information provided. It is acceptable to have the program at the beginning of the meeting. To move the program to an unscheduled portion of the agenda, the president simply says, "If there are no objections, we will have our program at this time."
11. Adjournment. The president may call for an adjournment of the meeting with second and vote simply. If no further business, adjourn the meeting. Gavel may be tapped to close the meeting.

CHECKLIST FOR EFFECTIVE, EFFICIENT ORGANIZATIONAL BUSINESS MEETINGS

______Meeting begins on time

______Agenda available to all members

______Meetings called to order

______Officer and committee reports

______Parliamentary Procedure properly used

______One item of business taken up at a time

______Courtesy to everyone

______Majority rule carried out

______Minority rights preserved

______Motions properly presented, discussed, and voted upon

______Unfinished business completed

______New business presented

______Every member participation

______Friendly relaxed feeling

______Adjournment

Personal participation:

______How well did I participate?

______How can I be an even better contributor?

PARLIAMENTARY PROCEDURE

PURPOSES

1. To transact business with speed and efficiency

2. To protect the rights of each individual

3. To preserve harmony within the group

OBJECTIVES/PRINCIPLES

1. One subject or issue at a time

2. Each issue is entitled to full and free debate

3. Every member has rights equal to every other member

4. Will of the majority is carried out while preserving the rights of the minority

5. Desires of each member merged into the larger organization

TRANSPARENCY

USE OF THE GAVEL

One tap ---------------------------- a. Group to be seated
b. Motion passed/failed

Two taps---------------------------- Start the meeting

Three taps--------------------------- Group to rise

PROGRESSION OF A MOTION

1. A member rises and addresses the presiding officer.
2. The member is recognized by the presiding officer.
3. The member proposes a motion by saying "I move....".
4. Another member (without rising) seconds the motion saying, "I second the motion."
5. The presiding officer states the motion to the assembly.
6. The assembly discusses or debates the motion.
7. The presiding officer takes a vote on the motion.
8. The presiding officer announces the result of the vote.

TRANSPARENCY

VOTING PROCEDURE

1. **Voice vote** - the normal method of voting on a motion
2. **Rising/Standing Vote** - used in verifying an inconclusive voice vote or in voting on motions requiring a two thirds vote for adoption.
3. **Show Of Hands** - used in place of a standing vote in small groups.
4. **Ballot** - used when secrecy is desired, or when specified in the organizations' bylaws.

TRANSPARENCY

LEARNING PLAN

GRADE LEVEL/COURSE: Balancing Work and Family
APPROXIMATE NUMBER OF DAYS: 1

ISSUE: **HOW DO I MANAGE STRESS?**
RELEVANT QUESTION: **WHAT CAUSES STRESS IN MY LIFE?**
CONCEPT/TOPIC (Something To Think About): **CONFLICT MANAGEMENT**
SUGGESTED OBJECTIVE: **Develop skill in managing conflict and reducing stress.**

LEADERSHIP SKILLS

☒ Critical thinking
☒ Creative thinking
☐ Group process
☒ Communication
☐ Planning process
☐ Cooperative learning
☐ Problem solving and decision making

INTEGRATED AREAS

☐ Nutrition
☐ Child Dev.
☐ Living Environ.
☒ Resource Mgt.
☐ Clothing/Textiles
☒ Relationships

RESOURCES (Something To Think With)

Teacher	***Student***
Star Power activity Poker chips (blue, red, yellow, white) Construction paper badges Bags or large envelopes	**Conflict Management Practice**

PROCESS/ACTIVITIES (Some Ways To Think)

- Carry out the **Star Power** (Subotnik Version) activity with class.
- In cooperative learning groups, practice and evaluate conflict and management, using **Conflict Management Practice** handout.

Further Actions To Take (POWER OF ONE, Homework, Extended Learning, Community Service)

Write a paper describing a conflict you have had with a friend in the past year. Discuss how you might have handled things differently.

EVALUATION TECHNIQUES

Conflict resolution in cooperative groups.
Written paper.

STAR POWER (SUBOTNIK VERSION)

Materials

Plenty of poker chips - blue, red, yellow, and white.
Construction paper badges to be attached by pin or tape- stars, squares, circles.

Sturdy bags or large envelope to hold chips.

Teacher Preparation

Divide chips into 3 groups and place in bags. One bag should have a preponderance of blue and red chips, the second bag- an even distribution, the third bag- lots of yellows and whites with few reds and one blue.

Activity

Seat students in 3 groups, each around one of the bags. No one should be able to look inside. Each person pulls out 5 chips while one person holds up the bag so the choosing is done blindly. When everyone has 5 chips, point out the following equations on the board:

Blue = 50
Red = 25
Yellow = 10
White = 5

5 of a kind - 100 additional
4 of a kind - 50 additional

Students will have 3 minutes to negotiate trades with anyone in the room in any manner they see fit. Ignore cheating. After 3 minutes, students should total their scores and write their name and score on the board. Students should then return to their seats and put the chips back into the same bag they originally drew from. Scan the names of the students with the highest scores. They should nearly match the names of the people who sat around the bag with the most blue chips.

Announce that all students with a certain score (in the vicinity of the highest) and higher will now be stars, get to wear star badges, and sit at the table where the highest scoring bag is (without drawing attention to how special that table is). The next group of scores becomes the squares and sits at the table with evenly-distributed chips, and third group is the circles.

Play several rounds allowing some students to change groups by manipulating the accumulated total point cut-offs for membership in a group. Each time, chips should be returned to the bag they were pulled from that round. Reward the stars for their high points by saying that they may add a new rule to the game. By this time, many circles will be furious, dropped-out or cheating. Play another round with the new rule and debrief.

Debriefing should include a confession of the bag-fixing as well as discussion of individual feelings. How did it feel to move from one group to another? How do the behaviors of circles and stars reflect other human behaviors? What conflicts did this activity create?

CONFLICT MANAGEMENT PRACTICE

1. Students are assigned a partner and find a place to sit together. Have them identify who is "person A" and who is "person B." Person A imagines that he/she has something is his/her hands that person B wants, but he/she refuses to give it to B. Without describing what "it" is, inform person B that "you really want what person A has." Tell person B, "You have four minutes to get "it" from person A.

   After two minutes, call time. Ask the participants to reverse roles and let person A try to get "it" from person B.

   When each person has had a chance to be the "have" and the "have not," ask for volunteers to share what they did to try to get "it" from the other person. Make a list of these responses on the board (reasoned, physically forced the other to open his/her hand, cajoled, told him/her I wouldn't like him/her if she/he didn't share "it," etc.).

   Explain that while this is a game or "simulation," we can sometimes learn a lot about ourselves by looking at how we respond in such a contrived situation. Have the students write what they did to get "it" from their partner.

2. Students identify three conflicts they have had with friends over the last few years. They write a one-sentence description of each of these conflict situations. Next to each conflict, describe what they did in response to the conflict, and describe what the other person did. Then describe the outcome of the conflict situation. For example:

Situation:	What they did: What I did:	Outcome
My friend borrowed my coat and returned it with a large rip in it.	I yelled at her and told her she was a slob and could never borrow anything of mine again. She got angry, called me names and didn't speak to me for three weeks.	I never lent her another thing. We grew apart and only now are getting to trust each other again.

3. Then ask the students the following two questions, which can be talked about in the large groups, in groups of two, three or four, or written.

   a. Were your responses to any of the three conflict situations in any way similar to your response in the simulation? How?

   b. In a conflict situation, are you more likely to:

      1. blow up and have a fight
      2. sit down and talk it through
      3. not mention it and simmer inside

4. Ask the students to help you generate a list of possible conflicts between friends. They can use written descriptions, other past experiences, or from hypothetical situations.

For example:

a. A friend is always criticizing and rarely offering support.

b. Nineteen out of every twenty times you are the one who initiates contact with your friend.

c. A friend wants to see you more than you want to see him/her.

d. A friend borrows something and returns it damaged in some way.

e. A friend borrows things and never returns them.

f. A friend always eats over at your house and never invites you to her/his house, or volunteers to help pay for the food.

g. A friend calls you at 2:30 in the morning and says, "Hi, just wanted to rap."

h. A friend insults your mother or father.

Point out that what is a conflict for some people may not be a conflict for others. For example, one person might mind a friend calling at 2:30 a.m. while another might not.

5. Explain that there are many ways to deal with conflict: forget it; write the person a letter; change the environment in a way as to alleviate the conflict (e.g., put a "Please, No Smoking" sign outside your house if you don't want people to smoke inside); and so on.

   Students identify whatever ways that they have used to successfully deal with conflict.

6. Select from the group list a conflict situation that lends itself well to face-to-face encounter and resolution. Ask for two volunteers. Assign each person a role in the conflict situation. Have them try four different ways of dealing with the conflict:

   a. to get angry and have a fight;
   b. to be angry and not have a fight - "sit on it";
   c. to make an attempt to talk it out using I-messages;
   d. to get frustrated and leave the scene.

   After each attempt, ask the student volunteers to share how they feel about themselves and each other after having responded to the conflict the way they did. You'll be able to point out that they felt better about themselves and the relationship when they were able to work through the conflict without either dumping on each other or denying the conflict.

7. Break the class into groups of three. Have the members of each group number off, one, two, three, etc. Then ask each person to think of a conflict situation that he/she has been in or could imagine him/herself being in. Give each person a chance to act out the conflict with another person in the trio while the third person listens and makes observations. Give each person four minutes of acting time and two minutes of observation, sharing, and discussing time. Ask each person to try to work through the conflict without either "dumping" or "denying". (Dumping means telling the other person off without try to resolve it. Denying means being unwilling to admit it is a conflict.)

Conclude by pointing out that learning to deal with conflict is a critical skill. Unresolved conflicts have undermined and destroyed many relationships. Gentle honesty seems to be an important quality of persons who are able to maintain friendships over long periods of time.

8. Students write 3 "I learned" statements about conflict resolution.

LEARNING PLAN

GRADE LEVEL/COURSE: Balancing Work and Family
APPROXIMATE NUMBER OF DAYS: 2

ISSUE: **HOW CAN I BE A GOOD PARENT?**
RELEVANT QUESTION: **WHEN SHOULD I BE A PARENT?**
CONCEPT/TOPIC (Something To Think About): **PARENTING DECISIONS**
SUGGESTED OBJECTIVE: **Analyze the reasons why people choose to have children. Recognize the advantages and difficulties of parenting.**

LEADERSHIP SKILLS

___Critical thinking
___Creative thinking
___Group process
_X_Problem solving and decision making
_X_Communication
___Planning process
_X_Cooperative learning

INTEGRATED AREAS

___Nutrition
_X_Child Dev.
___Living Environ.
___Resource Mgt.
___Clothing/Textiles
_X_Relationships

RESOURCES (Something To Think With)

Teacher	***Student***
Parenting panel - 2-5 parents	**Parent Interview Form**
Reasons for Parenting	Locate one or more articles on parenting as background reading (optional).

PROCESS/ACTIVITIES (Some Ways To Think)

- Using a cooperative group setting, have students review **Reasons for Parenting** and discuss whether they are positive or negative reasons for having children.

- Individually, or in small groups, have the students identify questions to ask the parent panel.

- Have a parent panel presentation.

- Discussion: Using the **Reasons for Parenting** and the panel, ask students to think about the need the parents have when they have children for this reason. Then ask the students to think of three other ways potential parents can meet this need. For example, if their need is for someone to take care of them when they are older, other ways to meet this need might be to develop friendships with younger people, to save money to join a retirement community when older, or to cultivate a closer relationship with their nieces and nephews. The point of this exercise is to help the student realize that there are alternative ways to meet the needs that result in the decision to be a parent. The more parents can meet their needs for meaning, affection, and security in other ways, the more their parenting can be a joyous experience and not one of desperate clinging and inevitable disappointment.

- Finally, ask the students to write a brief paragraph in their journals, beginning with the words: "At this time, I plan to have/not have children, because....."

Further Actions To Take (POWER OF ONE, Homework, Extended Learning, Community Service)

Interview parents (or parent) with children and individuals, or families who have chosen not to have children, about the reasons for their choices. a) Summarize their responses in a one page paper and write another page giving your opinions on whether or not you want to have children and/or, b) Come to class prepared to report what you learned (protecting the privacy of the couples, of course).

EVALUATION TECHNIQUES

Written papers and class reports

REASONS FOR PARENTING

1. It's socially expected.
2. They love children.
3. They want to participate in the development of another human being.
4. They want to continue the family name.
5. They derive their meaning in life from their children.
6. They want someone to take care of them when they're older.
7. They've got nothing better to do.
8. They don't know about family planning.

PARENT INTERVIEW FORM

1. What has been the most rewarding for you as a parent?

2. What do you think are the most important qualities or skills of a good parent?

3. What, if anything, would have helped you to be better prepared for parenthood?

4. What advice would you give a young couple who is thinking about having children?

5. Are there any other important thoughts you have about being a parent that you haven't already said and would care to share?

LEARNING PLAN

GRADE LEVEL/COURSE: Balancing Work and Family
APPROXIMATE NUMBER OF DAYS: 2 - 3

ISSUE: HOW DO I COPE WITH CRISIS?
RELEVANT QUESTION: WHY DO PEOPLE STAY IN ABUSIVE RELATIONSHIPS?
CONCEPT/TOPIC (Something To Think About): **DOMESTIC VIOLENCE**
SUGGESTED OBJECTIVE: **Analyze the cycle of violence and its impact on the family system.**

LEADERSHIP SKILLS

- ☒ Critical thinking
- ☐ Creative thinking
- ☐ Group process
- ☐ Problem solving and decision making
- ☒ Communication
- ☐ Planning process
- ☒ Cooperative learning

INTEGRATED AREAS

- ☐ Nutrition
- ☒ Child Dev.
- ☐ Living Environ.
- ☐ Resource Mgt.
- ☐ Clothing/Textiles
- ☒ Relationships

RESOURCES (Something To Think With)

Teacher

Nature and Extent of the Problem of Domestic Violence
Statistical Information
The Cycle Theory of Violence
Spouse Abuse quiz and answer key
Myths About Batterers and Battered Women
Domestic Violence: A Continuum
Profile of a Battered Woman
Profile of a Batterer
"Domestic Violence Prevention Act" Film of domestic violence ("Deck the Halls," "Burning Bed," etc.)

Student

Facts and Myths About Domestic Violence quiz and answer key
Spouse Abuse review

PROCESS/ACTIVITIES (Some Ways To Think)

•Introductory Activity:
Teacher shares the following information with students:

a. Family violence is a common problem in American families.
b. It continues because the public is unaware of the nature and extent of the problem and because society tends to be tolerant of violence in relationships.
c. Violence passes from generation to generation. Children learn violence just as they learn other behaviors.
d. Domestic abuse is a "silent crime" because society has condoned family violence for generations.
e. Women in our society have been taught to be passive, submissive, and subservient.
f. Men have been taught to be dominant, aggressive, and physical.
g. Can the cycle of abuse be broken? What do you know about domestic violence?

Day 1
•Students will independently complete the pretest, **Facts and Myths About Domestic Violence.**

•Students will work in pairs, discuss the statements, reach a consensus about answers to the statements, and adjust their answers to indicate the consensus.

•The teacher will ask students to discuss responses with the class.

- Teacher reviews the concept of a **Domestic Violence Continuum** with the class. Students will be told that they are going to develop continuums for physical and psychological abuse to assist them in understanding how behaviors may progress from seemingly harmless to violent behavior.
  a. Students will work in groups of four to five.
  b. Ranking behaviors from least to most severe, each student group will develop psychological and physical violence continuums.
  c. Continuums will be posted on newsprint.
  d. Continuums will be shared with the class. Behaviors omitted by the students will be identified by the teacher.

- Students list and define behaviors which contribute to each of the following kinds of abuse.
  a. Physical
  b. Psychological
  c. Verbal

- Turn in papers.

- Teacher share the following definitions:
  Physical abuse: behavior which causes physical pain, restraints, and/or harm.
  Psychological abuse: behavior which threatens, intimidates, or causes fear, mental anguish, or confinement; implies threat of physical harm; element of fear involved.
  Verbal abuse: behavior which causes loss of self-esteem by means of words, name calling, or insulting; physical harm is not implied.

Day 2

- Teacher presents students with a diagram of the **Cycle Theory of Violence.**

- Students identify/explain in writing what they believe happens during each of the three phases of the cycle. The teacher may ask for random responses and note them on a transparency. The teacher will correct responses.

- Teacher introduces the film on domestic violence to the class.

- Students, working in groups, respond to the following questions after viewing the film.
  a. Identify episodes which illustrate the three phases of the Cycle of Violence.
  b. Identify reasons women stay with batterers.
  c. List characteristics of the batterer.
  d. List characteristics of the battered woman.

- Students share responses with the class. During class discussion of c. and d. compile a master list of characteristics of batterers and battered women.

Further Actions To Take (POWER OF ONE, Homework, Extended Learning, Community Service)

Complete a POWER OF ONE- "Family Ties" module.
Volunteer for hotline or crisis unit.
Organize collection for battered victims shelter.
Prepare list of local resources.
Arrange speaker from Department of Social and Health Services (DSHS), a shelter or other support agency.

EVALUATION TECHNIQUES

Discussion, checklists, "Family Ties" module completion including, evaluation process.

NATURE AND EXTENT OF THE PROBLEM OF DOMESTIC VIOLENCE

Family violence continues because the public is unaware of the nature and extent of the problem and because society tends to be tolerant of violence in relationships. The FBI estimates that wife beating occurs three times as often as rape. Battery is the single major cause of injury to women. Nearly 6 million women will be abused by their partners in any year. Police spend one fourth to one third of their time answering domestic violence calls. In Spokane County alone, there are over 300 reports of domestic violence incidents per month.

Violence is a common problem in American families. Almost half of all married couples have had at least one violent episode, with 12 percent having frequent violent episodes. Wife abuse is as common in middle and upper income groups as among the poor. Victims come from all racial, ethnic, religious, and age groups. The National Coalition Against Domestic Violence recognizes 97 percent of abuse victims as women.

Violence usually passes from generation to generation. Children learn violence just like they learn any other behavior. They think using violence is a normal way to treat people and to solve problems. One out of four people who grew up being abused, neglected, or watching their parents hit each other, use some physical force on their spouse. One out of ten men growing up in these homes assault their wives.

Women who were abused while dating find abuse still occurs after marriage. It heightens during periods of stress such as unemployment or pregnancy. Researchers believe this may be a form of prenatal child abuse or a husband's attempt to end a pregnancy.

Domestic abuse is "the silent crime" because society has condoned family violence for generations. Throughout history women have been subjected to husbands who believe that a woman is the husband's property and that it is his right to "keep the little woman in line." Women have been taught to be passive, submissive, and subservient. Men have been taught to be dominant, aggressive, and physical.

A cycle of behavior is typical in most, but not all, battering relationships. In cases of domestic violence, it has three phases:

Phase One--Tension Building

Tension rises in the relationship. Things may not be going well for the man. He becomes edgy and prone to react to problems in a violent manner. He may scream, break things of value to the woman, throw objects, or punch a wall. He attempts to cut off her ties to friends. He may ridicule her or talk down to her, making her feel she has little worth and that she is the cause of his problems.

Phase Two--Acute Battering Incident, Assault

At this point, the man's rage is out of control. He lets his anger out on the woman. She becomes the object of his violence. He may throw things at her or beat her. This is the shortest phase. It ends when his stress level is reduced and when the batterer feels his point has been made and he is in control of the situation again.

Phase Three--Loving, contrite state, the "Honeymoon"

This is the phase which reinforces the woman's hopes that her relationship with her husband or boyfriend is a healthy and loving one. He may buy her things and concentrate on proving to her that he is sorry for what he did, that beating her had been an unfortunate accident. He usually promises it will never happen again. Unfortunately, these are promises he cannot or will not keep. The cycle is repeated until she takes steps to help herself.

STATISTICAL INFORMATION

"Between 22% and 67% of dating relationships involve violence." (Cate et al. 1982; Henton et al. 1983: Laner et al. 1981; Makepiece 1981, 1983)

"Twelve percent of high school daters report experiencing a form of dating violence." (Henton et al. 1983)

Husband-wife violence has been estimated to involve anywhere from 50% to 70% of American families. (Prescott and Lets, 1986)

Between 2,000 and 4,000 women are beaten to death each year. (Time, September 5, 1983)

"Battery is the single major cause of injury to women, more significant than auto accidents, rapes, or muggings." (Time, September 5, 1983)

Violence in American families does not discriminate on the basis of race, class, age, or educational level. It does discriminate on the basis of sex: 97% of victims of domestic violence are women.

Seventy-five percent of male abusers were themselves abused as children. At least 80% of men in prison grew up in a violent home.

Sixty-three percent of males ages 11-20, who commit homicide' murdered the man who was abusing their mother.

The following is a statistical data comparison summary for services provided in 1985 and 1986 by the YWCA Alternatives to Domestic Violence program:

	1985	1986	Percentage Increase
Number of adult victims counseled	431	498	15.5
Number of child victims counseled	196	123	(37.2)
Total number counseling hours (victim services)	1,568	3,120	99.0
Number adult victims sheltered	185	448	142.2
Number child victims sheltered	163	244	49.7
Total number bednights provided	1,673	3,096	85.1
Number abusers counseled	175	272	55.4
Number domestic violence police reports screened	3,411	3,664	7.4
Number assists with Orders of Protection	619	916	48.0

FACTS AND MYTHS ABOUT DOMESTIC VIOLENCE

Directions: Answer the following true or false statements. Place a T in the blank if the statement is true, F if it is false.

______ 1. Domestic violence is a new problem which has occurred due to the pressures of today's society.

______ 2. Most cases of domestic violence are not reported.

______ 3. Most batterers blame themselves for their actions.

______ 4. Many battered women deny being abused.

______ 5. Spouse abuse is usually limited to low income groups.

______ 6. Women in rural areas find it easier to leave than women in cities.

______ 7. Once the couple marries the battering will stop.

______ 8. There is nothing a battered woman can do to make the batterer stop abusing her.

______ 9. The batterer usually loves and cares for the person he is hurting.

______ 10. Battered women often provoke their partner's behavior and from that viewpoint deserve what they get.

______ 11. Children whose parents are experiencing domestic violence in their relationship are likely to be abused also.

______ 12. Once a batterer, always a batterer.

______ 13. Most victims are women.

______ 14. Most batterers do not feel they need to change their behavior and so never seek counseling.

______ 15. Battered women are crazy.

______ 16. Drinking causes battering behavior.

Adapted from: Consumer and Homemaking Curriculum Human Development Supplement: Prevention of Family Violence Series. Jefferson County Public Schools and the Kentucky Department of Education, 1985.

FACTS AND MYTHS ABOUT DOMESTIC VIOLENCE

ANSWER KEY

1. F
2. T
3. F
4. T
5. F
6. F
7. F
8. T
9. T
10. F
11. T
12. F
13. T
14. T
15. F
16. F

THE CYCLE THEORY OF VIOLENCE

In describing the cycle of violence, it is helpful to view it as a three-stage process which repeats itself. (NOTE- throughout this section he/she may be interchangeable.)

The first stage is the tension-building phase. Stress and tension levels mount to the point where both the man and the woman know that violence is imminent. A violent explosion is then triggered, usually by some seemingly insignificant event.

The explosion is the second stage and may be comprised of psychological abuse, physical assaults, sexual abuse, or combinations of the three. Following this, stress and tension levels drop sharply and the batterer may experience feelings of guilt and remorse.

In the third stage, the "honeymoon," the batterer may apologize or attempt to make up for his behavior by being "sweet," buying the woman gifts (flowers are common), or working extra hard to ensure harmony in the relationship. Some batterers may act as though nothing at all happened. These periods are described as the best times in the relationship. They give the woman hope that her man will change and someday be like this all the time. However, the "honeymoon" does not last.

Stress and tension again begin to build, leading into the first stage described. The batterer at this point sees himself as the victim and blames his feelings of frustration on the woman. He tells himself, and her, that if only she would behave in some different way he would not lose control, thus shifting responsibility for the violence onto the woman. Eventually, another explosion occurs and the cycle is repeated.

A useful diagram for visualizing the cycle is presented below:

Explosion/Assault
"Punisher"

Trigger

Guilt and Remorse

Blaming
"Victim"

Honeymoon
"Rescuer"

The cycle may take months to complete. In the severest cases it occurs on a daily basis, with the honeymoon period becoming abbreviated to the point of non-existence and with rapid shifts occurring between the blaming and the punishing stages.

Adapted from "The Battered Woman" by Lenore Walker, 1979

SPOUSE ABUSE

INTRODUCTION

Spouse abuse is often called "the silent crime" because it is probably the most unreported crime in the country. Spouse abuse refers to adults, married or unmarried, who are abused by their partners or ex-partners. The majority of victims are women, but there are reports of men who are also victims of abuse. (Throughout this section he/she may be interchangeable.)

VOCABULARY

Abuse--to treat badly, to hurt, to injure, to insult. Abuse may be physical or verbal.

Battered woman--a woman who is repeatedly psychologically or physically forced to do what the dominant male figure in her life wants her to do without regard for her rights.

Emotional abuse--abuse that is threatening, intimidating, or that causes fear, mental anguish, or confinement.

Physical abuse--abuse dealing with hitting, slapping, pushing, bruising, burning, sexually molesting, cutting or physical restraining; any infliction of physical pain.

Self-esteem--your image of yourself, how you feel about yourself.

Sexual abuse--sexual contact through verbal coercion or physical force.

Spouse--your marriage partner, husband or wife.

Verbal abuse--abuse by means of words, name calling, insulting; abuse causing loss of self-esteem (feelings of personal worth).

Violence--occurrence of physical or verbal abuse such as slapping, hitting, pushing, shoving; hitting with objects, threatening to use or using weapons, forced sexual relations, name calling.

Adapted from: Consumer and Homemaking Curriculum Human Development Supplement: Prevention of Family Violence Series. Jefferson County Public Schools and the Kentucky Department of Education, 1985.

SPOUSE ABUSE

REVIEW

Directions: Answer the following completion questions by filling in the blank with the correct word or words.

1. Violence usually passes from________________to_________________.
2. Violence is a ____________________behavior.
3. Batterers were either________________as children or their fathers ________their mothers.
4. Women are sometimes beaten for the first time during their first___________.
5. __________________________is the single major cause of injury to women.
6. Both a battered woman and batterer usually have low_____________________.
7. List four characteristics of a batterer.
8. Name four reasons battered women usually stay with their batterers.
9. Name the three phases of the battering cycle.
10. What are two reasons a battered woman finally leaves?
11. Prevention is the best way to deal with domestic violence. Name two ways to break the battering cycle.
12. Name two organizations you can go to for assistance if you are in a violent relationship.
13. What is the best safe place to go if you are battered?

Adapted from: Consumer and Homemaking Curriculum Human Development Supplement: Prevention of Family Violence Series. Jefferson County Public Schools and the Kentucky Department of Education, 1985.

SPOUSE ABUSE

ANSWER KEY

1. generation, generation
2. learned
3. abused, abused (beat)
4. pregnancy
5. Battering
6. self-esteem
7. The batterer:
    - has low self-esteem
    - needs to control and isolate his/her spouse
    - has a "Dr. Jekyll and Mr. Hyde" personality
    - comes from a family with a history of violence; was an abused/neglected child and/or his/her father abused his/her mother
    - may be more violent when his wife is pregnant
    - blames others for his/her action
    - believes in male supremacy and the stereotyped masculine role in the family
    - has low tolerance of stress
    - is extremely jealous
    - other
8.
    - She fears him and believes police and courts offer no protection.
    - She is economically dependent.
    - She loves him.
    - He is her only support system psychologically, he has destroyed her friendships.
    - She fears loneliness.
    - She is convinced this is the last time he will beat her; he will change.
    - She is embarrassed to admit being battered because others cannot understand her staying in the situation.
    - Arrested batterers are usually released immediately to return and take revenge.
    - Religious and cultural beliefs are to maintain the facade of a good marriage.
    - She does not know services are available and feels trapped.
    - Neighbors report it, but he may take it our on her; so she will not admit being battered when police arrive.
    - She stays because she believes a bad husband/father is better than no husband/father or he threatens to abuse the children or have them taken away from her.
    - Her father beat her mother so she does not know things can be different.
    - She believes outsiders should not get involved in family matters.
    - She is afraid that her husband will lose his job, their only source of income.
    - She believes that the battering will stop if she improves or stops making mistakes.
    - She believes his reasoning that she deserves the beating or that he was too drunk to know what he was doing.
    - He may be highly respected so she is not taken seriously;he is only violent with her.
    - Relatives get tired of helping her out so they are no longer a resource where she can go.
    - She has feelings of low self-esteem.
    - She does not know she has the right not to be beaten.

9. Phase One- Tension building
   Phase Two- Assault
   Phase Three- Honeymoon

10.
- She fears the next beating may be fatal.
- He is abusing the children.
- She has learned about a shelter.
- She knows another woman who escaped and it gives her courage.
- Other

11.
- Public awareness
- Education
- Other

12.
- Police Department
- Child Protection Services
- Other

13.
- Someone's home not known to the batterer
- Other

MYTHS ABOUT BATTERERS AND BATTERED WOMEN

1. THE BATTERED WOMAN SYNDROME AFFECTS ONLY A SMALL PERCENTAGE OF THE POPULATION.

   Battering is an underreported crime but estimates indicate that one out of every two women will be physically or psychologically battered at some point in her life. Sociologists Straus, Gelles, and Steinmetz reported that in 1976 physical abuse assaults occurred in 28% of American homes.

2. BATTERED WOMEN ARE MASOCHISTIC.

   This has been a prevailing myth due to the fact that people very often are not informed about the Cycle of Violence. It is assumed that women stay in abusive relationships because they get some kind of pleasure from doing so.

3. BATTERED WOMEN ARE CRAZY.

   This myth is related to the masochism myth in that it places the blame for the battering on the woman's negative personality characteristics. Unusual actions which may help a woman survive in the battering relationship have often been misdiagnosed by unenlightened, helping professionals.

4. MIDDLE-CLASS WOMEN DO NOT GET BEATEN AS FREQUENTLY OR AS VIOLENTLY AS DO POORER WOMEN.

   Women from all socioeconomic groups are abused; however, poorer women are more likely to be in contact with social service systems with the result that their problems are more visible. Middle- and upperclass women frequently are afraid to report assaults because of public embarrassment and not wanting to harm their husband's careers and reputations.

5. MINORITY-GROUP WOMEN ARE BATTERED MORE FREQUENTLY THAN CAUCASIANS.

   All ethnic groups report similar patterns of violence.

6. RELIGIOUS BELIEFS WILL PREVENT BATTERINGS.

   Religious beliefs do not protect women from their assaultive men. Some women find comfort and help through religious advisers. Others have been told to let the man be dominant, thus prolonging their involvement in abusive situations.

7. BATTERED WOMEN ARE UNEDUCATED AND HAVE FEW JOB SKILLS.

   Battered women come from all levels of education and job training.

8. BATTERERS ARE VIOLENT IN ALL THEIR RELATIONSHIPS.

   Most men (approximately 80%) are violent only with their wives and girlfriends. They are cognizant of the fact that violent behavior will not be tolerated in other life situations.

9. BATTERERS ARE UNSUCCESSFUL AND LACK RESOURCES TO COPE WITH THE WORLD.

Batterers also come from every socioeconomic, educational, and job training level. Many are professional men who are active in community affairs. What batterers do have in common is a lack of coping skills for dealing with stress, frustration, and anger in their lives

10. DRINKING CAUSES BATTERING BEHAVIOR.

There is a high correlation between alcohol use and battering (approximately 70%); however, alcohol does not cause abusive behavior. It does serve as an excuse for violence to occur.

11. BATTERERS ARE PSYCHOPATHIC PERSONALITIES.

Batterers are often described as having "Jeckyll and Hyde" personalities. They swing between being very good and being horrible. Unlike psychopaths, they do feel a sense of guilt and remorse for their actions and they would cease their violent behavior if they could.

12. THE BATTERER IS NOT A LOVING PARTNER.

Batterers are often described as fun-loving little boys when they are not being coercive. They are affectionate and sensitive to their women during one phase of the violence. This is often what fuels the hope that he will change, thereby keeping the woman in the relationship.

13. A WIFE BATTERER ALSO BEATS HIS CHILDREN.

Unfortunately this myth has some basis in fact. Approximately one-third of batterers beat their children. All children growing up in homes where domestic violence occurs suffer psychological abuse and trauma.

14. LONG-STANDING BATTERING RELATIONSHIPS CAN CHANGE FOR THE BETTER.

Relationships based on unequal distributions of power are stubbornly resistant to change. In many instances, there is a better chance that with another partner, the power structure can be reordered to provide a non-violent relationship.

15. BATTERED WOMEN DESERVE TO BE BEATEN.

No one deserves to be beaten. A related prevalent myth is that battered women provoke their men into beating them. This is not true. No one person can be responsible for another's actions. It is all too often assumed that if only a woman could change her behavior, the batterer could regain his self-control; however, batterers lose self-control because of their own internal reasons, not because of what the woman did or did not do.

16. BATTERERS WILL CEASE THEIR VIOLENT BEHAVIOR ONCE THEY ARE MARRIED.

Battering behavior once begun escalates in frequency and severity if treatment is not obtained. In some cases, marriage is seen as license for violence to begin as it can then be construed as a private, family matter rather than a socially inappropriate one.

Adapted from "The Battered Woman" by Lenore Walker, 1979

DOMESTIC VIOLENCE: A CONTINUUM

Domestic violence is defined as any physical or psychological abuse which occurs within a relationship. It usually begins with small, socially acceptable attempts to establish power and control and it tends to move down the continuum and get more destructive. The following continuum shows how abuse and violence progress in a relationship.

PSYCHOLOGICAL ABUSE

1. Rigid sex role requirements
2. Insults, humiliation
3. Yelling, verbal harangues
4. Ignoring, the "silent treatment"
5. Jealousy
6. Fist through walls, windows, etc.
7. Destruction of property (furniture, personal items)
8. Threats to harm self or others or to leave
9. Isolation
10. Blaming victim for violence
11. Labels ("bitch," "crazy," "whore")
12. Dependency (transportation)
13. Invasion of privacy (surveillance)
14. Threats regarding children (custody, kidnap, or kill children)
15. Hurting children
16. Threatening with weapons
17. "You'll never get away"

PHYSICAL VIOLENCE

1. Spitting
2. Physical restraints (being held, locked, or tied)
3. Pulling hair
4. Shaking
5. Slapping
6. Punching
7. Kicking
8. Choking
9. Burning
10. Hitting abdomen when pregnant
11. Hitting with objects
12. Broken bones and other injuries requiring medical attention
13. Using weapons (gun, knife)
14. Attempted murder
15. Murder/Suicide

The relationship becomes increasingly based on need and fear. Because of the combination of psychological abuse and physical violence, the process contains elements of brainwashing--noncontingent violence, labeling, blaming and dependency, and eventually results in the learned helplessness of the victim. Every member of a family caught in the progression of violence suffers from its effects, with children usually carrying violence and abuse into the next generation.

As the violent relationship continues, the assaults increase in both frequency and severity. One of three things will eventually happen:

1. Separation/Divorce: Threats, abuse, and violence often continue even after divorce and future relationships often begin the cycle once more. The problem may not be solved by ending the relationship.

2. Death: The couple who remain together with no counseling become increasingly unhappy with their violent, abusive relationship. As the violence moves down the continuum, the risk to everyone involved increases and someone may eventually die as a result, either by murder or suicide.

3. Counseling or Therapy: Both victims and batterers need support and help in order to stop the pattern of abuse and violence in their relationships. For abusers who enter therapy and remain for the initial three months, changes of continuing therapy and making a significant change are excellent.

PROFILE OF A BATTERED WOMAN

NOTE: Battered women frequently display one or more of these characteristics but not all persons with these characteristics are battered.

1. Has been a victim of childhood violence--physical, psychological, or sexual abuse.
2. Has low self-esteem.
3. Is depressed and feels helpless.
4. Suffers from guilt and denies or distorts her fear and anger.
5. Accepts responsibility for the batterer's actions.
6. Is isolated and fears being alone.
7. Is very dependent upon partner to have needs fulfilled.
8. Lacks assertive skills but has inner strength.
9. Has rigid role expectations.
10. Comes from any racial, economic, age, educational, or religious background.
11. Has a very limited, or no support system.
12. Has poor self-care capabilities.

PROFILE OF A BATTERER

NOTE: Batterers frequently display one or more of these characteristics but not all persons with these characteristics are batterers.

1. Has been a victim of childhood violence--physical, psychological, or sexual abuse.
2. Has low self-esteem.
3. Has difficulty identifying and expressing feelings other than anger.
4. Minimizes and denies behavior--blames others.
5. Forms intense, dependent relationships--is very dependent upon partner to have needs fulfilled.
6. Has poor impulse control.
7. Often uses drugs or alcohol excessively.
8. Is isolated and fears being alone.
9. Lacks assertive skills but has inner strength.
10. Has rigid role expectations.
11. Is possessive and excessively jealous.
12. Needs to control partner's behavior.
13. Comes from any racial, economic, age, educational, or religious background.
14. Has a very limited--or no--support system.
15. Has poor self-care capabilities.

LEARNING PLAN

GRADE LEVEL/COURSE: Balancing Work and Family
APPROXIMATE NUMBER OF DAYS: 5

ISSUE: HOW CAN I PREPARE FOR MY FUTURE?
RELEVANT QUESTION: HOW DO I GET HIRED?
CONCEPT/TOPIC (Something To Think About): CAREER INTERESTS/JOB SKILLS
SUGGESTED OBJECTIVE: **Demonstrate job seeking skills including preparation, interview and follow-up.**

LEADERSHIP SKILLS

X Critical thinking
X Communication
___ Creative thinking
___ Planning process
___ Group process
X Cooperative learning
___ Problem solving and decision making

INTEGRATED AREAS

___ Nutrition
X Resource Mgt.
___ Child Dev.
X Clothing/Textiles
___ Living Environ.
X Relationships

RESOURCES (Something To Think With)

Teacher

Application forms.
Teacher information: Resumes, Applications, Cover letters, Interviews, Interview Follow-up
Possible resource people: Local business persons, personnel manager, school or district career specialist.
Computer program for resume if available.

Student

Do's and Don'ts of Interviewing
Sample Interview Questions
STAR Event Guidelines for "Job Interview"

PROCESS/ACTIVITIES (Some Ways To Think)

- Teacher or resource person provides information on resume writing, cover letters, application, interviews, and follow-up letters, followed by student practice.
- Students complete information folder of "Job Interview" STAR Event. In small group each student will present his/her packet for the STAR Event. Each member of the group will evaluate the folder using the "Job Interview Rating Sheet."
- Conduct practice interviews and evaluate using rating sheet.
- Have resource people conduct interviews and video tape if possible; and evaluate using the rating sheet.

Further Actions To Take (POWER OF ONE, Homework, Extended Learning, Community Service)

Apply for a job.
Have local employer come to class and hold mock interviews.

EVALUATION TECHNIQUES

STAR Event rating sheet for "Job Interview."

TEACHER INFORMATION: RESUME

What is a Resume?

A resume is a personal data sheet. It is a short summary of important facts about you. These facts help an employer decide whether or not to hire you. Any person who is serious about seeking a job should always have a well thought out, up-to-date, and well-prepared resume.

Why Is Your Resume Important?

You should prepare a resume for the following reasons:

1. To gain confidence by becoming more aware of your qualifications and skills.
2. To help you complete an employment application quickly and accurately.
3. To demonstrate your potential as an employee. (Resumes reflect a job applicant's potential better than the employment application. Therefore, a resume should always be given to the employer along with the completed application.)
4. To show the employer you are organized, prepared, and serious about getting a job. (Employers often consider you an above-average candidate for a job because you include a resume.)
5. To become more self-assured during the interview because all the facts and dates are in front of you.
6. To provide further information when submitting your employment application, particularly if you do not get an interview. (Often this extra fact sheet can help you get an interview at a later date.)
7. To mail to out-of-town and local employers. (Often you can mail copies of your resume to more employers than you can visit. This saves you time and money.)
8. To distribute to relatives, friends, guidance counselors, teachers, character references, and other persons who are willing to help you find a job. Your resume gives these important people a clear picture of your qualifications. It also acts as a constant reminder that you are seeking employment. A job lead could very well result from one of these close contacts.

GENERAL RESUME DESCRIPTION

PERSONAL INFORMATION

Your name, address, and telephone number enable an employer to contact you. The prospective employer may need to know some further facts about you such as age, and health, but this information must stay within the bounds of your state's fair employment laws.

EDUCATION

Present your educational experience in reverse chronologic order: List the last school you attended first, followed by your next-to-last school. Include dates of attendance, the name and location of the schools, the curriculum studied (such as general education, college preparatory, business education), and the diploma or degree you earned. You need not list your elementary school or other education considered insignificant.

WORK EXPERIENCE

Include all paid and volunteer work because work of any kind shows responsibility. Present your work experience in reverse chronologic order. Include the dates of employment, the names and locations of the companies or organizations, and the job titles.

WORK SKILLS

Skills that you have learned either in school or somewhere else are important in getting the job you want. An employer will carefully examine your skills to determine if those skills can be utilized by the business. Examples of skills are:

- office machine operations
- computer operations
- mathematical problem solving
- bookkeeping
- report writing
- sales ability

Your skills can also be demonstrated in two other areas: human relations and organization. Your ability to get along well with other people is essential to any company.

HONORS, ACHIEVEMENTS, AND OTHER INTERESTS

Honors, achievements, and other interests can sometimes be substituted for actual work experience. Your participation in sports, music, or other extracurricular activities in school should be listed along with any special recognition you may have received. Community activities such as scouting or the American Red Cross, should also be listed in this section. An employer may have a personal interest in one of these areas, and you may be able to capitalize on this mutual interest.

REFERENCES

Be prepared to list several good references. Usually the name, business title (if any), company or organization, address, and telephone number of the reference are required. Ask permission of those whom you plan to list as references. Good references include a former employer, a teacher, or friends who are well established in business. If you decide not to list references on your resume, type the phrase "Excellent references available" under the heading References and have a separate list of references in case it is required.

TEACHER INFORMATION: APPLICATIONS

WHAT DO EMPLOYERS LOOK FOR IN AN EMPLOYMENT APPLICATION?

Most employers require applicants to complete an employment application. The employment application gives the employer facts about you which can be kept on file. The information you provide and how well you present the information indicates to an employer the following:

1. Your ability to follow instructions. Have you carelessly or carefully filled out the employment application?
2. Your character. The application form asks facts about you that reveal your personality.
3. Your achievements. The employment application allows you to mention past accomplishments.
4. Your ability to hold a job. There will be questions concerning your employment history.
5. Your thoroughness. Did you answer all the questions on the employment application? Don't leave blanks.

After completing an employment application, you may or may not get an interview. The outcome could depend on how well you completed the form. Remember: Always include a copy of your resume with your employment application.

WHAT INFORMATION IS REQUIRED ON THE EMPLOYMENT APPLICATION?

Gather the information and materials needed to complete your employment application. Much of the information you are seeking is on your resume. Make sure you have the following when completing an employment application:

1. Two pens (blue or black), two pencils, an eraser, paper clips.
2. Your current and previous addresses and Social Security number.
3. Educational information--include grade school to present. Give names and addresses of schools, the diplomas or degrees you earned, and the dates you attended each institution. Indicate any subjects in which you excelled.
4. Work experience--state past jobs and responsibilities. Give names, addresses, and phone numbers of past employers; the dates of employment; job responsibilities; the wages earned; the names of your supervisors; and your reasons for leaving each job. Include military experience (if any) and volunteer work.
5. Business and machine operation skills.
6. Special certificates, licenses, professional organizations, and other business-related documents, honors, and achievements that could give you an advantage over other applicants.
7. A list of references--including their names, job titles, company names, addresses, and telephone numbers.
8. Copies of your resume. Remember to attach your resume to the completed employment application with a paper clip.

TEACHER INFORMATION: COVER LETTER

WHAT IS A COVER LETTER?

A cover letter consists of a few simple paragraphs that state the job for which you are applying, your qualifications, and your request for an interview. It is important that this introductory letter be clearly and concisely written, as it is usually the first contact you have with a prospective employer. Remember the rewards of a good first impression.

WHEN IS A COVER LETTER HELPFUL?

Use a cover letter when:

1. The employer you wish to contact lives in another city and you are mailing your resume to that employer.
2. You are answering a newspaper help-wanted ad.

HOW SHOULD YOU WRITE A COVER LETTER?

Use the following guidelines when writing a cover letter:

1. Address your letter to a specific person, if possible. Use the city telephone directory or some other source.
2. State the purpose of your letter and the position for which you are applying.
3. State those qualifications that make you well suited for the job.
4. Request an interview.
5. Sign your letter before sending.

SAMPLE COVER LETTER:

2842 South Lane
Billings Heights, WA 99101
January 29, 19__

Mr. Walter Hash
Personnel Manager
Sigma Incorporated 2829 Dixon Landing Road
Billings, WA 99101

Dear Mr. Hash:

Please consider me for the position of Inventory Clerk as advertised in the Tri Valley Herald, January 28, 19__.

In my current position as a clerk for Central Drug Store, one of my major responsibilities is maintaining a satisfactory inventory for all nondrug items. This part of my job requires accurate mathematical calculations, attention to details, and good organization. These skills would be useful in the position you have open.

Enclosed is my resume. I would appreciate an interview to discuss my qualifications and will call February 3 for an appointment. Thank you.

Sincerely,

Kevin Schultz
(509) 555-6707

Enclosure

TEACHER INFORMATION: INTERVIEWS

THE INTERVIEW

The interview is your chance to sell yourself. You must give the impression that you have the skills necessary for the job you are seeking, that you are dependable, and that you get along well with people. Knowing what to do and what not to do during the interview ensures confidence and success. Be aware that most interviews usually contain the following stages:

- Introduction (what the job is about)
- Questions about you and your qualifications
- Questions from you about the job, and company
- Closing remarks

During the introduction stage, present your completed employment application, your resume, and any reference letters if you have not already done so. During the introduction stage the interviewer will explain the job and the company to you. Listen carefully.

During the question stage the employer will be leading the interview and you will be answering questions. Again, listen carefully. Answer all questions in a brief, concise manner. Relate all answers directly to the job. Use standard English and avoid using slang.

When all the questions have been answered, you will have a few moments to sell yourself. Show that you are interested in the job by stressing your strengths and by mentioning those strong qualities that might not have been discussed. Also, demonstrate your willingness and eagerness to learn. This is the third stage of the interview process when questions from the interviewee are welcomed. Be sure to ask questions about the job and the company. Impress upon the interviewer that you would very much like to work for the company.

At the end of the interview, make a complimentary observation about the company. This will leave a positive image.

You may or may not get the job immediately. If a decision cannot be made now, ask when it would be convenient for you to call about the hiring decision. Then, shake the interviewer's hand and make your closing remark. Say "I'm happy to have met you. Thank you for your time."

DO'S AND DON'TS OF INTERVIEWING

DO:

--Firmly shake the interviewer's hand when introduced.

--Know the interviewer's name in advance; use the name in conversation with the interviewer.

--Remain standing until you are asked to be seated.

--Make yourself comfortable and maintain your poise.

--Be agreeable at all times.

--Take any examination requested.

--Be courteous in your manner of approach. Say, "Good morning, Mrs. Smith, I am John Stevens."

--Present your resume to the interviewer. Leave it with him or her.

--Answer all questions directly and truthfully.

--Use correct English. Avoid using slang.

--Allow the interviewer to lead the interview.

--Ask questions about the job opening and the company.

--Express your appreciation for the interviewer's time.

--Demonstrate your ability to take constructive criticism in a mature way.

--Show interest in the company.

--Look the interviewer in the eye.

--Indicate a willingness to start at the bottom. Do not expect too much too soon.

--Make the interviewer aware of your goals and your sincerity about planning your career.

DON'T:

--Mumble.

--Place your handbag, briefcase, or other articles on the interviewer's desk (keep them in your hands or place them on the floor beside you).

--Play with your tie, rings, bracelets, or hair.

--Gossip or badmouth former employers.

--Beg for work.

--Makes jokes or argue.

--Chew gum.

DO'S AND DON'TS OF INTERVIEWING (continued)

--Smoke.

--Slouch in your chair.

--Answer a question before the question is completely asked.

--Interrupt the interviewer.

--Make excuses, show evasiveness, or hedge on facts presented in your record.

TEACHER INFORMATION: FOLLOW UP

WHY FOLLOW UP AN INTERVIEW?

After all interviews for a position have been completed, there sometimes may be two or three equally qualified applicants for the one job opening. All the applicants may make good employees, but only one may be selected. The selection will be difficult. However, the determining factor in making such a selection may be based on the applicant who exhibits the strongest desire or interest in the job. Therefore, the applicant who follows up on the interview may be the one selected for the job.

HOW DO YOU FOLLOW UP A JOB INTERVIEW?

You can follow up a job interview in two ways:

1. Make a return visit or a telephone call two to three days after your interview.
2. Promptly send a post-interview letter.

By making either a return visit or a phone call, you can determine if a decision has been made about the job opening. If a decision has not been made, indicate that you are interested in the job and in working for the company.

Here is a five-step follow-up plan for what you might say when calling or visiting the company:

1. Reintroduce yourself

   "Hello, Mrs. Smith. My name is Jane Doe. I interviewed with you last Wednesday for the job of Assistant Manager."

2. Add any additional thoughts you may not have covered when you interviewed.

   "I did not mention in our interview my present plans for enrolling in an accounting class. Having some accounting background would be helpful in performing the job duties of Assistant Manager."

3. Emphasize your strengths for the job.

   "Mrs. Smith, the interview confirmed my belief that I have the skills required for the position of Assistant Manager. My experience in dealing with people and my attention to details are valuable skills that would be needed for this job. I also believe that the position of Assistant Manager would be a challenging career opportunity."

4. Find out if a hiring decision has been made.

   "Has a hiring decision been made for the position of Assistant Manager?"

   If a decision has been made and you did not get the job, ask the interviewer how you might have created a better impression. You could say:

   "I am sorry you don't feel I am the person for the job. At some future date I would like to interview again with your company. Could you give me some suggestions for creating a better impression?"

   Such constructive criticism is valuable for future interviews. Make this a learning experience.

TEACHER INFORMATION: FOLLOW UP (Continued)

5. Thank the interviewer.

"Thank you for your time. I will wait for an answer."

Or, if you did not get the job...

"Thank you for telling me how I might improve my interviewing skills."

The second method of following up the job interview is to write a post-interview letter. This letter should be typed and mailed immediately after the interview. Don't put this off! A sample post-interview letter follows.

INTERVIEW FOLLOW UP LETTER

3841 Beal Street
Rockville, WA 90850
September 15, 19__

Mrs. JoAnne Smith
Personnel Manager
Bliss Manufacturing Company
3877 Henderson Street
Rockville, WA 90850

Dear Mrs. Smith:

Thank you for giving me the opportunity to interview for the position of Secretary with your company. The interview was interesting as well as informative.

The interview confirmed my opinion that I have the skills required for the secretarial position with your company. My experience in handling customer telephone inquiries, typing payroll reports, and being relied upon for filling in for absent workers would be beneficial to Bliss Manufacturing Company.

I believe this position would provide a challenging career opportunity for me in my chosen field. If hired, I would prove to be a most dependable employee.

Sincerely,

Jane Doe

SAMPLE INTERVIEW QUESTIONS

1. In what position are you most interested?

2. Why did you leave your last job?

3. What pay do you expect?

4. Why do you want to work for our company?

5. How long do you expect to work for this company?

6. Do you have any references?

7. Are you willing to relocate?

SAMPLE INTERVIEW QUESTIONS (Continued)

8. Are you willing to travel?

9. Are you looking for permanent or temporary work?

10. Why do you think we should hire you for this job?

11. Have you had any serious illness or injury that may prevent you from performing your job duties?

12. What are your strengths and weaknesses?

13. How do you feel about working with a younger (or older) supervisor?

SECTION FOUR

RESOURCE MANAGEMENT

FOCUS STATEMENT: RESOURCE MANAGEMENT is designed to prepare students to assume roles of earner, citizen and consumer within the economic and social system. The effective management of current and future resources is stressed. Activities will help students make satisfying short- and long-term consumer decisions.

ISSUES:

- What Values, Interests, and Abilities Do I Have that Affect My Decisions as a Consumer and Management of Resources?
- What are My Rights and Responsibilities as a Consumer?
- How Can I Use Money and Other Resources to Impact the Quality of My Life?

SECTION FIVE

INDEPENDENT LIVING

FOCUS STATEMENT: Designed to prepare students for responsible decision making in a variety of areas that confront young adults as they leave high school, the primary focus of INDEPENDENT LIVING is the development of essential skills for living on their own, in a family, or with others.

ISSUES:

- How Do I Accept Responsibility for My Life and Achieve Self-Sufficiency?
- How Do I Maintain Positive Relationships at Work, Home and in the Community?
- How Do I Exercise My Rights and Responsibilities as a Global Community Member?
- How Do I Make Practical Decisions about Food, Clothing and Shelter?
- How Do I Earn Money and Manage My Financial Resources?
- What is the Most Satisfying and Productive Use of My Leisure Time?

SECTION SIX

FAMILY HEALTH

FOCUS STATEMENT: FAMILY HEALTH is designed to prepare students for life-long decision making, problem solving, critical thinking and management skills related to health and wellness issues impacting families. The primary emphasis is on enabling students to assume an active role in developing healthy lifestyles for themselves and others. Integrating home and family life subject matter, the course focuses on the interrelationships of healthy choices and a productive, satisfying life.

ISSUES:

- How Can I Make Consumer Choices Related to Health?
- What Community Health Resources are Available To Me and My Family?
- What Preventative Health Practices will Promote Individual and Family Wellness?
- How Can My Family Manage Crisis?
- How Can I Plan for Intergenerational Care Giving?
- What Safety Practices are Important for Me and My Family?

SECTION SEVEN

PARENTING/CHILDREN

FOCUS STATEMENT: Focusing on relationships and interactions between parents, children, siblings, and other adults, students explore the social, emotional, physical, intellectual and spiritual development of children. This course is designed to assist students in developing appropriate skills and attitudes in working and living with children and understanding the parenting role of individuals in families and communities. Regular, planned experiences with young children are an essential part of PARENTING/CHILDREN.

ISSUES:

- What Is the Parenting Role and How Do I Know if I'm Ready?
- How Can I Provide for a Nurturing, Safe Environment for Children?
- What Food, Clothing, and Living Environment Choices are Appropriate for Children of Various Ages?
- How Do I Cope with the Challenges of Lifestyle Diversity or Limited Resources?
- What Child-Related Careers are Available?

RESOURCES

A recent Washington publication **TECHNOLOGY EDUCATION - Basic Learning For Living In The Twenty-First Century**, states much of the philosophy found in **FAMILIES and FUTURES**. With the permission of the state supervisor of Trade, Industrial, Technical, Technology and Health Occupations Education, we are reprinting several pages which may assist home and family life education teachers. These pages focus on the process of developing decision making, problem solving and thinking skills, as well as the relevance of learning styles and cooperative learning.

Try substituting "home and family life" for "technology" as you read!

I. Design and Problem Solving

(reprinted from the ***Activity Guide to Teaching Technology,*** *Center for Technology Education, Trenton State College, 1988.)*

Strategy for the Teaching of Technology

If technology education is to impart more than simple facts and if the understanding of the process of technology is an important objective of the program, then technology education should place the student in a position to participate as a decision maker in the technology process. The technology education program allows students to play a variety of roles such as designer/engineer, controller, fabricator, evaluator and consumer.

Introductory experiences should focus on activities where the students address tightly defined problems. At this level the students have very limited experiences upon which to draw and are first shown, for example, various techniques for rapidly fastening together strips of wood and constructing simple wheels and gears. The students may be asked to build a small vehicle chassis from wood and strips of paper. Because each student now has the same chassis, the problem is constrained to wheels, axles, axle supports and weight. The "design brief" then asks the students to design and build a vehicle which will roll down a short ramp and travel the greatest distance by its own momentum. In this case the student may need to try different width and diameter wheels, various weights added to the vehicle, etc.

A test of the students' designs should yield a vehicle which travels the farthest distance (it should be the one which has low rolling resistance and sufficient mass). The solutions chosen by students to this problem will fall within relatively narrow parameters because the problem was structured to allow only a limited choice. But from this experience the student can learn about some of the principles of vehicle design (rolling resistance, inertia, etc.) and have the opportunity to apply them to a situation where results can be directly observed. At the same time, the student is beginning to work with materials, fastening devices and measurement systems and becoming oriented to a method of approaching any technical problem. As experience is gained the student is given problems with fewer constraints and therefore more responsibility.

Students with more experience in working with materials and with the design/problem solving process could be given a similar problem, but with more freedom. This design brief would give the student responsibility to design (and make) the entire vehicle, rather than just the wheels and axles. Most technological problems, such as the one above, consist of a series of sub-problems. Experience with the design process is necessary to enable most students to develop the ability to analyze problems and to break them down into their component parts. Beginning experiences with the design process should limit problems to those where the student is not faced with too many choices.

As confidence and design skills develop through these experiences, less and less direction is given to the student and the teacher assumes a consultant or "facilitator" role. In this way the student must take on more and more responsibility to think for her/himself and to make decisions. Teachers should demand that students think for themselves and should not often simply give answers to questions. Rather, it is the teacher's role to help the student learn the answer.

Designing, i.e. problem solving, requires an entirely different approach to teaching than used in a "cookbook" approach. "Canned" activities have their place in learning. They teach children to follow directions, an important skill. But they do not help students to think for themselves; to develop confidence in their own creative abilities;

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to develop investigation and inquiry skills; or to apply knowledge to solve problems.

Problem Solving and the Design Process

The design process is critical to a successful technology education program. In this process, there is a series of sequential but not rigid steps which the student moves through when attempting to solve any technological problem. The outcome is not only an artifact and (hopefully) a deeper understanding, but also an experience in independent thinking. The students "learn how to learn." Various "models" of the design/problem solving process have been put forth in the literature. These models vary from four to ten steps or more.

The model below depicts the design/problem solving process as a loop. This manner of representing the design process demonstrates that solutions to problems need to be judged against the original situation that sparked the process in the first place.

Further,this model shows that steps in the process are not always taken in order and that jumping often occurs. Students may be started with a linear model. But when students have become familiar with the practices involved, they should then be introduced to the circular model. The advantage of the circular model is its clear representation of the ongoing "feedback" nature of the problem-solving process where testing the results of process (the project or prototype) against the real world situation is "closing the loop." The process is ongoing — solutions are relative to a given time and place. The create new situations which are subject to analysis and further improvement. The basic steps in the technological design process are found in the figure below.

Even if the product isn't taken to real-world application, consideration should be given to how the solution would (or does) "change the world." This closes the loop, reinforces the circular nature of design, and provides a good forum for considering the idea of impacts.

Steps in the Design Loop

1. Analysis and Investigation of a Real-World Situation

Explaining the problem, which is to be solved through technology, in context of the real world.

2. Framing a Design Brief

This is a statement describing what the solution to the problem should do and what constraints are being imposed. For example, the solution should be powered by 12 volts DC, fit into a certain space, be of a specified finish appearance, be capable of being operated by a 10-year-old child, etc.

3. Information Gathering

Before attempting to develop solutions, the designer must become familiar with the influencing factors associated with the problem. What attempts have others made to solve this problem? What are the size, stresses, loads, power requirements, appearance and ergonomic factors involved? Consider

function
shape and form
strength
shaping and forming
economy
materials
surface finish
fastening
safety
aesthetics

These are some of the sub-problems which must be addressed if viable solutions are to be found.

4. Generation of Alternative Solutions

If this were a mathematical or scientific problem only one answer probably would be correct; but this is a technological problem so there are no right or wrong answers, only good and bad solutions. To arrive at a good solution the designer will need to look at many alternatives. Students will probably find this the most difficult step in the process.

5. Choosing the Solution

From the alternative solutions developed, the student will choose one which best satisfies the demands of the situation and the design brief. He/she should be able to defend the choice with reference to each requirement of the situation and brief.

6. Developmental Work

(Drawings, evolutionary models, simulations, etc.) This step may manifest itself in the form of a device or a computer simulation; a series of graphic sketches or a two-dimensional model made of cardboard and pins. The design brief and initial problem/need will specify the final outcome of this step and often the student will make various models before making an operational device.

Appearance is not very important at this stage, it takes on importance after testing and evaluation have confirmed that the solution chosen meets the specified requirements.

7. Prototyping

This is the actual construction/realization step of the process. Appearance is more important here, but only so far as the need to "sell" the idea or product. After the device is tested and revised the prototype may be polished for final demonstration. The device or product should be operational and quality work in evidence.

8. Testing and Evaluation

The solution should always be evaluated against the requirements established in the design brief and against the original problem statement. Testing the solution to see if it handles the load, operates correctly, meets appearance requirements, is reliable and solves the problem is an important part of the design process. Evaluating the result should address the need for improvements, changes, etc. Whenever possible, the solution should be tested in the "real world" to see the impact of the technology and how it has changed the situation observed in step number 1.

9. Redesigning and Improving/Reimplementation

If there is time, the evaluated and tested solution may be reworked and re-tested. This is especially important if the product is to be produced in any quantity or if it is to be put into actual use to solve a real-life problem. At this stage, the appearance of the product takes on more importance.

Where Do Problems Come From?

Finding suitable problems for students to solve is usually one of the first difficulties facing teachers new to this technique of teaching. A "mouse-trap car" is a common jumping off point for many teachers and it has been the finishing point for a few of these. The teacher often understands the value in pursuing a problem of this nature but cannot see where problems such as this originate.

In truth, problems are all around. The mouse-car can become the rubber-band car, or the rubber-band boat, or the electric motor-powered hill climber, or many other variations of the same theme. But do not get into the "rut" of just vehicle problems because there are unlimited problems more relevant to the "real world."

Problems come from everywhere. If the air you breathe is filled with noxious fumes, that is a problem. If your roof leaks, that is a problem. If your shoe constantly comes untied, that is a problem. But where do problems come from that are suitable for students to tackle in a technology course?

For our purposes here, problems come in two forms: those which have only one possible answer, and those that have many possible answers. In the examples above, the roof is probably leaking because something is wrong. Correct that problem, and the roof will no longer leak. The same can be said when there is a problem with starting your car. It is most likely one correctable problem. This kind of problem solving is better described as "fault finding." Mathematical problems are similar to this: "there is only one correct answer, can you find out what it is?" This is not the kind of problem solving being discussed in this document.

The other problems above are problems which may have many technological solutions. For example, if a shoe keeps coming untied, you could:

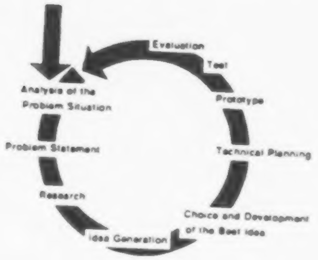
a. spray the laces with a "Post-it" type adhesive before you tie them;

b. redesign the shoe to have Velcro fasteners instead of laces;

c. make laces of another material which is not likely to slip;

d. and so on.

Many great and not so great inventions are born from people having everyday problems.



Examples of Problems

Mud gets on my shoes and is tracked into the house.

It is not comfortable to work at this desk.

My father has some hearing loss and does not like to use the phone.

Older people often have trouble bending over to pick up things off of the floor.

Most people, once they get the idea, can see problems all around them. Assigning these problems to students in search for solutions is one way of introducing the design process in the technology program. A more effective way is to develop the ability within students to see problems. When a student chooses a problem to solve, he/she already has acquired a bit of ownership in the activity. It is possible for the teacher to do this from a very early stage (and age) but it takes practice.

Problems which are closely related to the "real world" are very important for the student to see the relevance of the technology course to their own life. Too many "mouse-trap" car activities miss the point of problem solving as a way of understanding and dealing with the world around us. The mouse-trap car can be an interesting activity for many children, but it is only a vehicle for us to understand the process of technology. Wherever possible, connections should be made to things that students deal with every day.

It is easy to get into habits where every class builds the mouse-trap car or a straw bridge. The activity then takes on a kind of life of its own and removed from its original purpose: **to provide a framework for students to develop skill in solving real world problems.** But mouse-trap car problems are usually fun and working with technology and having fun are two of the things that technology education does well. Try variations on themes and some latitude for students to acquire ownership in the activities chosen.

If you wish to provide a "fun" problem-solving activity which will also teach some basic energy principles and get the students working with tools and materials (often the reason for choosing the mouse-trap car), then assemble enough materials and resources to make it possible for students to write their own "brief" (the design brief is discussed below). Then, instead of every student solving the same problem, each student will be solving the problem they have chosen. For example, the original mouse-trap car problem was:

Brief:

Design and make a device powered by a mouse-trap which will travel the farthest distance possible.

By opening up the problem, you can enable the student to share in the decisions and have practice in developing their own problem ideas and writing a brief.

Problem:

Using one of the power sources available, design/make a device which will travel horizontally or vertically for either a specific distance or the maximum possible distance.

From this problem, the student must write a design brief. In your bag of power sources you could include such things as mouse traps, rubber bands, potatoes, and clock springs. The result of this strategy might be shown in the following design brief examples:

a. Design and build a rubber-band-powered device which will climb to the top of a piece of 2-inch PVC tubing 5 feet high.

b. Design and build a vehicle powered by a potato which will travel exactly 4 feet.

c. Design and build a boat powered by a clock spring which will travel in a straight line as far as possible.

Within the same class, students may come up with many possible variations on the briefs above. Student achievement is then measured against the individual brief developed by the student at the start of the activity instead of all students attempting to reach the same goal.

Evaluation of Student Work

The evaluation of a student's progress and the assignment of a final grade is difficult in the best of programs. In craft or trade-oriented curricula the apprentice is taught the correct procedure for the particular task and when the quality of work is acceptable to the journeyman or master the next procedure is shown. The journeyman's craft is recorded in the form of various tasks, referred to as "task analysis." When the apprentice can perform all the tasks to the satisfaction of the journeyman or master the pupil has completed the formal training of the apprenticeship.

In technology education, evaluation becomes more difficult. Because one of the major goals of technology education programs is the development of the ability to use the design/problem solving process to solve technological problems, the assessment of students cannot be limited to judging finished projects or the memorization of facts. Allowance must be made for assessing students' use of the design/problem solving process and the ability of the student to apply the process to new situations. This is referred to as transferability of learning.

Assessing student work through the use of the evaluation instrument in Figure II.2 will allow both student and teacher to keep track of the student's strengths and needs as problems are solved. The evaluation criteria are clear and students should receive a copy when the design/problem-solving process is introduced. The assessment weights both the process and the product.

Although this evaluation plan is more appropriate for intermediate and advanced problems, the emphasis on processes employed by the students, such as investigation and documentation, should carry over through the problems given to students in introductory courses.

II. Learning Styles in Technology Education; the Use of Cooperative Education

As teachers face new challenges in developing curriculum to meet the changing direction of Technology Education, some important elements of curriculum planning should be considered: instructional objectives, social skills required for success, and appropriate learning strategies to be utilized. In addressing these issues, educators need to consider the learning styles of the students taking these programs, for the success of a diverse group of students with different patterns of learning and understanding requires these programs to use strategies addressing these different styles.

Learning styles — What's important for the teacher and the student.

Every teacher can remember the time they put great effort and dedication into developing a unit to teach skills that must be mastered by all students before going on to more complex concepts. With care and planning to make the unit interesting, fun, hands on activities, and plenty of student freedom, the unit still might bomb for some of the students. What happened, what makes some units succeed while others fall flat?

The answers are usually complex. Most teachers understand that students learn in different ways. Yet in most classrooms a standard pattern of instruction is followed. Studies of learning styles have identified and classified many unique ways in which people learn and subsequently how they teach others.

Pat Guild, author of *Marching to Different Drummers* and coordinator of Learning Styles Programs at Seattle Pacific University, provides a valuable local resource and provides some insight on learning styles:

> "Everyone has a personal style of learning. An individual's approach to learning is a reflection of unique perspectives in perception, in thinking processes, in affective responses, and finally, of course, in behavior."
>
> "Just as we all have learning styles when we learn, educators also have teaching and administrative styles which are a reflection of our patterns of perception, thinking, affect, and behavior in teaching and administration. Recognizing the characteristics of our own style is very important if we are going to make efforts to accommodate learning style diversity of students."

Common Learning Styles — How do students learn.

A variety of learning styles have been identified and researchers have described similar characteristics of learners and have given labels to the learning patterns. If the descriptions given here sound familiar, but not the names then perhaps you have heard of them in another context or by a different description. The following labels and descriptions come from a variety of sources and philosophies.

Examples of Learning Styles

Cognition — People differ in how they get information and in how they gain knowledge. Students use their senses to help themselves understand. These channels of perception may be visual, auditory, or tactile/kinesthetic when developing an understanding of "knowing."

Common descriptions of learner's cognitive styles:

Abstract/Concrete	Learners may perceive from abstract ideas or from a concrete basis for understanding.
Sensor/Intuitor	Learners tend to use either the senses and other concrete data in perception, or they use insight and hunches.
Global/Analytic	Perceiving ideas and concepts on an overall global scale versus looking at the parts and pieces. Also called field-dependent and field-independent.
Conceptualization	People form ideas and think differently. How learners begin to process and develop understanding has been studied and can be measured with standard tests. Knowledge and understanding of how learners process information to reach conclusions make it possible for the teacher to design learning activities that accommodate a wide range of learning styles.

Descriptions of common conceptualization styles:

Random/ Sequential	Some people use divergent or random information to tie ideas and concepts together. Others order ideas, information, and experiences in a very linear, sequential way.
Feeler/Thinker	The use of judgment to develop concepts is very logical and objective for a thinker, while the feeler uses emotion and personal experience to understand and process information.
Teaching to Learning Styles	Learning styles of students can be addressed by the choice of activities selected and the level and type of learning activity that take place. The effectiveness of methods used to develop student understanding can be improved if the strengths of the various learning styles are addressed. When the learning styles of all students are considered, then fewer units will "bomb," and more students will find the learning fun and interesting.

Here are some suggestions for working with these learners:

With the Sensor	use a variety of activities, engage the senses, make learning functional and practical, use active role playing, plenty of hands on activities that relate learning to real life experiences, lots of praise for good work.
Intuitor	encourage creativity, allow time to process, offer open-ended problems, focus on important goals and issues, stimulate imagination, allow time for independent learning.
Thinking	require structure and logic, reward accurate and complete work, provide study time, give regular feedback and assurance, allow time for mastery of subject matter.
Feeling	praise good effort, allow opportunities to work with others, share personal experiences to stress learning objectives, use humor, plan creative and expressive activities.

When planning units to address multiple learning styles teachers face unique challenges, a very successful instructional method to deal with learners of various styles has been **cooperative learning.** Cooperative learning activities allow a variety of student responses in group-based problem-solving activities. Students are combined in groups with others with diverse learning styles which requires interaction, providing learning opportunities that mirror real life situations. Students pool resources to plan and develop creative solutions while learning with, and from, each other.

Cooperative Learning — a tool for Technology Education

All across the country as educators have begun to plan for learning styles, and use cooperative learning strategies, they have met with extraordinary success. Robert E. Slavin, Director of the Center for Research on Elementary and Middle Schools at Johns Hopkins University, confirms this in his article in *Educational Leadership,* Dec. 89/Jan. 90, Volume 47 No. 4, indicating research shows the success of the proper use of cooperative learning. It is a valuable tool for developing the skills and practice needed by students to become competitive in today's job market.

However, Slavin points out that in its success as a proven teaching technique lies a problem, "some teachers hear about cooperative learning and believe that students can simply be placed in groups, given some interesting materials or problems to solve, and allowed to discover information or skills." This is not supported by research. Slavin indicates that where cooperative education learning activities have been used to enhance or supplement "plain old good instruction" there has been success, but do not replace direct instruction with cooperative activities.

Other dangers to the cooperative model is its overuse and attempts by teachers to use it who have not received training in methods and application. It is recommended that technology instructors interested in using cooperative learning activities pursue training in application and methods of cooperative learning to fully realize the benefits these activities can provide. Brief introductory cooperative learning activities and supporting teacher information has been included in the *Introduction to Technology Education* section of this publication (Part II) to assist teachers in getting started until training is available.

Cooperative learning has several positive aspects that make it well suited for use in the Technology Education programs. It offers teachers an established, successful teaching strategy. Its activities encourage the development of social skills. In many activities students use creative problem-solving processes. Even with this creativity, the activities provide a good deal of structure and instruction as well as an appropriate atmosphere for exploration and self-motivated investigation.

In Technology Education many demands are placed on educators to develop a variety of skills and attitudes in our students. Students are expected to leave our programs with an understanding of the subject and the ability to solve problems creatively while working in conjunction with a diverse group of people.

Cooperative learning activities suitable for the age and subject being taught have many positive aspects which will facilitate meeting these demands and making the Technology Education classes rewarding for both students and the staff.

Outcomes of Cooperative Learning

- accommodates the needs of different learning styles
- raises achievement
- facilitates learning of higher order thinking skills
- improves social skills
- enhances self esteem
- leads to acceptance of differences in others
- promotes positive peer support
- promotes better attendance rates
- empowers students to be more responsible for their learning
- prepares students for work, family, and community roles
- makes learning and teaching more fun

ESSENTIAL RESOURCES

The resources listed in this section are referenced extensively throughout **FAMILIES and FUTURES**. All are essential to the implementation of learning plans and activities and should be readily available for teacher use.

ESSENTIAL RESOURCES

Available through:	Future Homemakers of America, Inc. 1910 Association Drive Reston, VA 22091 1-800-234-4425 FAX (703)860-2713 (Must included purchase order number)

POWER OF ONE either the 1986 or the NEW 1991 edition. (Contains the procedure for implementing the five units focused on student action and recognition.)
Price 8/1/91 $7.00 plus shipping

FHA/HERO CHAPTER HANDBOOK
(NEW in the fall of 91, replaces YOUTH CENTERED LEADERSHIP, and includes information on all national projects, management techniques, handouts, and transparencies.)
Price 8/1/91 $15.00 plus shipping

Free from:	FHA/HERO State Adviser Old Capitol Building, FG-11 Olympia, WA 98504 (206) 753-5671 FAX (206)753-4515

WASHINGTON STAR EVENTS MANUAL
(Includes all information necessary for participation in state and national events.)

ROBERT'S RULES OF ORDER, NEWLY REVISED,
Henry M. Robert III and William J. Evans, Editors,
Scott, Foresman and Co., Glenview, IL., 1990
(Paperback edition $9.95)

RESOURCE OPTIONS

This list of recent sources was compliled by Dr. Jane Roberts, Western Washington University, and provides a starting point for building a collection of resources suitable for effectively implementing **FAMILIES and FUTURES**.

TEXT BOOKS

GENERAL HOME ECONOMICS
(Comprehensive)

Dimensions of Family Life, South-Western, 1990

Building Life Skills, Goodheart-Wilcox, 1989

Teens in Action, EMC, 1989

Resources for Living, EMC, 1987

Life Skills, Glencoe, 1987

Life Plans, South-Western, 1987

Succeeding On Your Own, Harcourt/Brace, 1986

Home Economics Basic Skills Guide, Glencoe, 1986

Creative Living, Bennett-McKnight, 1985

Personal Skills, Bennett, 1984

Homemaking: Skills for Everyday Living, Goodheart-Wilcox, 1984

Steps in Home Living, Bennett, 1984

Caring, Deciding and Growing, Ginn, 1983

FAMILY RELATIONSHIPS

Decisions in Action, South-Western, 1988

Contemporary Living, Charles Bennett Co., 1987

Changes and Choices, Goodheart-Wilcox, 1986

Dimensions of Life, South-Western, 1985

Relationships, Ginn, 1984

Married and Single Life, Bennett, 1984

Personal Skills, Bennett, 1984

Family Matters, Glencoe Co., 1983

TEXTBOOKS

PARENTING

Preparation for Active Parenting, South-Western, 1988

Child Development, Parenting and Teaching, South-Western, 1986

Parents and Their Children, Goodheart-Wilcox, 1985

The Caring Parent, Draper and Draper-Bennett, 1983

CHILD/HUMAN DEVELOPMENT

Children: The Early Years, Goodheart-Wilcox, 1988

Caring for the Developing Child, Delmar, 1988

Caring, Deciding, Growing, Ginn, 1983

See How They Grow, Glencoe, 1982

FOODS AND NUTRITION

Food Choices: Eating for Health, South-Western, 1988

Guide to Good Foods, Goodheart-Wilcox, 1988

Foods, EMC, 1988

First Foods, Bennett and McKnight, 1987

Foundations of Food Preparation, Macmillian, 1987

Food for Today, Bennett and McKnight, 1986

World of Nutrition, Ginn, 1984

CONSUMER/FINANCE

Decisions in Action, South-Western, 1990

Consumers Make Economic Decision, South-Western, 1990

Managing Your Personal Finances, South-Western, 1990

Goals for Living and Managing Your Resources, Goodheart-Wilcox, 1989

Decisions in Action, South-Western, 1988

Consumer Choice in American Economy, South-Western, 1988

TEXTBOOKS

CONSUMER/FINANCE (CONTINUED)

Skills for Consumer Success, South-Western, 1987

Consumer Challenges and Issues, South-Western, 1987

Life Skills, Bennett and McKnight, 1987

Resources for Living, EMC, 1987

The Business of Living, South-Western, 1986

Consumer Action, Houghton Mifflin, 1986

Succeeding on Your Own: Goals, Resources, Decisions, Harcourt, Brace & Jovanovich, 1986

Developing Consumer Attitudes, South-Western, 1986

The Confident Consumer, Goodheart-Wilcox, 1986

American Consumer: Decision Making for Today's Economy, McGraw-Hill, 1985

Consumer Education, Glencoe, 1984

The Savvy Consumer, McKnight, 1984

Skills for Everyday Living, Goodheart-Wilcox, 1984

The Confident Consumer, Goodheart-Wilcox, 1984

ARTICLES

FAMILY RELATIONSHIPS

Crisis

"Coping With a Crisis," *Forecast*, January, 1985

"Creative Coping: Teaching Students to Cope With Crisis," *Forecast for Home Economics*, May/June, 1981

"The Tiny Face of Courage Story," *Choices*, April, 1985

Divorce

"Divorce Education," *Forecast*, October, 1980

"Divorced: But Will My Parents Ever Get Back Together?" *Choices*, October, 1985

"Why Divorce is Different for Boys," *Forecast*, March, 1984

Substance Abuse

"Crack Babies: Abused Before Birth," *Choices*, November, 1989

"Children of Alcoholics," *Choices*, September, 1989

"What Mom's Drinking Problem Meant to Me (Brooke Shields)," *Choices*, September, 1986

"Drug Abuse: Teens and Drugs Poll (Results)," *CO-ED*, January, 1985

"The Habit That Could Kill You," *CO-ED*, October, 1985

"After the Shock of Sexual Abuse," (Day care today) *Forecast*, April, 1985

"Drugs and Teens, A Doctor Speaks Out," *Forecast for Home Economics*, May/June, 1983

"Crack--What You Should Know," *Forecast*, October, 1986

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FAMILY RELATIONSHIPS (CONTINUED)

Suicide

"Teachers Should Know About Teenage Suicide," *Forecast*, November/December, 1985

"Why Teens Are Killing Themselves," *CO-ED*, September, 1984

"Stopping the Risk of Teenage Suicide," *CO-ED*, February, 1985

"Billy Joel: It's A Wonderful Life," *Choices*, November, 1985

Violence

"Teen Solutions to Teen Violence," i.e., "How Teens Can Fight Violence Instead of Each Other," (Part III) April, 1990

"Fighting Is Not The Answer," (Pat Lafontaine) *Choices*, April, 1990

"Date Rape," *Choices*, February, 1990

NUTRITION

"What Are You Really Eating?" *Choices*, September, 1989

"Snacking for the Health of It, *Choices*, September, 1989

"Crash Diets Don't Work," *Choices*, January, 1986

"A Lesson in World Hunger, *Forecast*, November/December, 1986

"Nutrition and Sports," *Forecast*, March, 1985

"Nutrition Quackery: How to Make Sense Out of Nonsense," *Forecast*, January, 1984

"Resources for Foods and Nutrition," *Forecast*, March, 1983

"Sports Nutrition: Myths and Misconceptions," *Forecast*, May/June, 1983

"Teach Nutrition Through Sports," *Forecast*, May, 1984

FAMILIES

Parenting

"What Happened to the Family?" *Newsweek Special Issue,* Winter/Spring, 1990

"Variations on a Theme," (Non-traditional Family--Gay and Lesbian Couples) *Newsweek Special Issue,* Winter/Spring, 1990

Single Parenting

"Empowering Single Parents (entire issue)," *Journal of Home Economics,* Winter, 1989

"Coping With Single-Parent Phenomenon," *Forecast for Home Economics,* September, 1985

"Life in a Single-Parent Family," *CO-ED,* November/December, 1984

Step-Parenting

"Step by Step (Stepfamilies)," *Newsweek Special Issue,* Winter/Spring, 1990

"Stepmothers, Stepdaughters, Stepfathers, Stepsons," *Choices,* December, 1985

"Split Families, Stepfamilies--Helping Students Through a Difficult Time," *Forecast,* November, 1981

TEENS

Pregnancy/Parenting

"The Day Care Generation," *Newsweek Special Issue,* Winter/Spring, 1990

"I'm Not Ready For This," *Choices,* March, 1986

"The Adoption Option: One Teenager's Story, " *Choices,* April, 1986

"Teen Pregnancy and Parenthood," *Choices,* January, 1986

"The Plight of the Pregnant Teenager," *Choices,* March, 1986

"How Infants In High School Keep Parents In School," *Illinois Teacher of Home Economics,* November/December, 1985

"Education for Parenting," *Forecast,* October, 1985

"Educating the Parents of Preschoolers," *Forecast,* November/December, 1986

"Teen Moms: Hard Times," *Choices,* November, 1989

Personal Development

"Don't Let Stress Get the Best of You," *Choices*, November, 1989

Confessions of a Teenage Gossip," *Choices*, September, 1989

"Two Keys to a Great Relationship," *Choices*, October, 1989

"Peer Pressure: Feeling Good About Saying No," *Choices*, September, 1985

"Cliques: On the Outside Looking In," *CO-ED*, December, 1985

"Ten Tips for Breaking Out of Your Shyness Shell," *Choices*, October, 1985

"A Game Plan for Life: How to Pick the Right Goals for You," *Choices*, January, 1986

"How Much Privacy Do Teens Really Need?" *Choices*, November, 1985

"Survey: Parent's Turn (Privacy)," *Choices*, November, 1985

"Privacy: Teens and Parents Speak Out (Survey Results)," *Choices*, February, 1986

CHILD DEVELOPMENT

(Special) Child Care Section, *Forecast*, January, 1986

"How to Get Guys into Child Care Classes," *Forecast for Home Economics*, September, 1983

"Resources in Child Development and Parenting," *Forecast for Home Economics*, January, 1983

"A Child-Care Program on a Shoestring," *Forecast*, January, 1983

"How-To's for a First-Rate Child Care Nursery Program," *Forecast*, January, 1986

FAMILY RELATIONSHIPS

"The 21st Century Family (entire issue)," *Newsweek Special Edition*, Winter/Spring, 1990

"The Family Change Game," *Choices*, April, 1986

"Family Life in the Electronic Cottage," *Forum*, September, 1983

"How to Make Relationships Work for You," *Forecast*, February, 1985

"Adolescent Sexuality: Why Ignorance Isn't Bliss," *Illinois Teacher*, November/December, 1985

"The Remarried Family: Challenges and Opportunities," *Journal of Home Economics*, September, 1985

"Opinion Poll: Marriage and Family," *Choices*, November/December, 1984

"Young Singles Living at Home," *Tips and Topics*, Summer, 1984

"Relationships Roulette," *Forecast*, September, 1985

"Marriage (Lesson Plan)," *Forecast*, February, 1982

"Role Playing: Using Scenarios to Teach Interrelatedness of Work and Family," *Illinois Teacher*, March/April, 1985

CONSUMER

"Tune Up Your Car-Shopping Skills," *Choices*, February, 1990

"Renting Your New Apartment," *Choices*, November, 1989

"Teaching Consumer Education," *Forecast*, September, 1985

"Focus on Consumer Issues," *Illinois Teacher*, November/December, 1985

"Educating the Techno-Wise Consumer," *Forum*, J.C. Penney, January, 1984

"Before You Leave Home, Think How Much It Will Cost," *CO-ED*, February, 1985

"The Financial Facts of Life: What It Costs to Raise a Child," *Forecast*, November/December, 1986

"Economic Survival Workshop," *Illinois Teacher*, March/April, 1985

"The Real World Game," *Forecast*, September, 1985

ENVIRONMENT/ECOLOGY

"Seven Ways to Help Save the Environment," *Choices,* November, 1989

"Voluntary Simplicity of Life Style," *Forum,* Fall, 1983

"Raising the Energy Consciousness of Teens," *Tips and Topics,* Winter, 1983

"Promoting Recycling: Supermarkets as Environmental Classrooms," *Illinois Teacher,* March/April, 1985

"Lifestyles on Spaceship Earth," *Forecast,* March, 1982

"Energy Education in the Home Economics Classroom: Another Look," *Illinois Teacher,* May/June, 1984

LEARNING PLAN IDEAS

Teachers frequently share and exchange ideas, activities, and plans.

File alphabetically by concept/topic those plans and activities which may be incorporated into any section as appropriate to the issues or relevant questions within this guide or others identified by students and teacher.

Judith A. Billings
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